



**Pupil Personnel Services
School Counseling, School Psychology,
School Social Work, and Child Welfare and
Attendance
Program Standards**

Commission on Teacher Credentialing

**Standards Adopted
*October 2000***

Handbook Revised October 5, 2015

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California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814
(916) 445-7254
(916) 445-7256
(888) 921-2682 (toll free)

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on the World Wide Web
<http://www.ctc.ca.gov/>

California Commission on Teacher Credentialing October 2000

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Sam W. Swofford, Ed.D.	Executive Director
------------------------	--------------------

Pupil Personnel Services Advisory Panel (1998 - 2000)

Panelist	Professional Position	Institution
Alnita Dunn	School Psychologist	Los Angeles Unified School District
Andrew Lee	High School Student	Sacramento Unified School District
Audrey Hurley	Counselor Educator	San Francisco State University
Barbara Ledterman	Parent Representative	California Parent/Teacher Association
Barbara Owens	Teacher	Redwood High School, Larkspur
Ben Reddish	School Counselor	Edison High School, Stockton
Carolyn Schwarz	School Social Worker	San Francisco Unified School District
Cathy Owens	School Nurse	Murrieta School District
Cathy Turney	School Counselor	West Covina Unified School District
Charlie Hanson	Counselor Educator	California State University, Northridge
Christy Reinold	School Counselor	Lodi Unified School District
Cynthia LeBlanc	Deputy Superintendent	Hayward Unified School District
Dale Matson	School Psychologist	Fresno Pacific University
Ken Breeding	School Counselor	Vista Unified School District
Lee Huff	School Psychologist	Huntington Beach Union High School District
Loretta Whitson	Special Projects Administrator	Monrovia Unified School District
Marcel Soriano	Counselor Educator	California State University, Los Angeles
Marlene Wong	School Social Worker	Los Angeles Unified School District
Mike Furlong	School Psychologist	University of California, Santa Barbara
Paul Meyers	Consultant	California Department of Education
Robert Brazil	Child Welfare and Attendance Provider	Representing California Association of Supervisors of Child Welfare and Attendance

Sanda Jo Spiegel	School Board Member	Whisman Elementary Schools
Sid Gardner	Director, Center for Collaboration for Children	California State University, Fullerton
Todd Franke	Social Worker Educator	University of California, Los Angeles
William (Bill) Evans	Social Worker Educator	San Jose State University

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About This Document

Introduction

A major goal of education is to prepare students to become literate and responsible citizens. Educators have an obligation to promote personal growth, and to develop critical thinking skills so students can become caring family members who are motivated and equipped to pursue productive careers in the workforce. Educators recognize that, in addition to intellectual challenges, students encounter personal, social, economic and institutional challenges. Students need strategies to address these challenges, promote personal success, and prevent educational failure.

Certificated specialists in pupil personnel services (PPS) are school counselors, school psychologists, school social workers and child welfare and attendance supervisors. They are prepared to be pupil advocates and to provide prevention and intervention strategies to remove barriers to learning. These professionals, in partnership with other educators, parents and members of the community, maintain high expectations for all students, enable pupils to reach their highest potential, foster optimum teaching and learning conditions, and strive to prevent school failure.

California's children and adolescents live in a dynamic society with a diversity of cultures and changing values. They need educational environments that prepare them to function in complex, global, multicultural communities. The needs of students demand that pupil personnel specialists and others work together by uniting their skills in a team approach that provides comprehensive, coordinated programs and services on behalf of all pupils and their families.

Quality Assurance

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including pupil service credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

Description of the Document

This document has been prepared under the format required by the *Accreditation Framework*, as implemented through the California Commission on Teacher Credentialing and the Committee on Accreditation. It includes the **Common Standards** of program quality and effectiveness that apply to all credential programs. These

This publication replaces each of the earlier documents describing standards and preconditions for Pupil Personnel Services Credential programs. Earlier versions of the standards should be discarded.

Major Types of Accreditation Standards

There are two major types of accreditation standards for institutions that prepare professional educators in California. An accredited institution is expected to satisfy the standards of both types.

Common Standards relate to aspects of program quality that are the same for all credential programs. This category includes standards regarding the overall leadership and climate for educator preparation at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement.

Program Standards address the quality of program features that are specific to a credential, such as curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area. Pupil Personnel Services Credential Programs, such as school counseling, school psychology and school social work, all share a common set of **generic standards**. Consequently, when developing a self-study document, each program must address the generic standards in addition to **specialization standards**. For those institutions that also choose to offer the Child Welfare and Attendance (CWA) Credential Program, they must address the CWA credential standards as well.

When institutions prepare for continuing accreditation reviews, they may consider from among five Commission-approved options for program-specific standards. The five options are: (1) California Program Standards, (2) National or Professional Program Standards, (3) General Program Standards, (4) Experimental Program Standards, and (5) Alternative Program Standards. Different options may be exercised by different credential programs at an institution. Options that are selected will be the basis for the review of specific programs by accreditation teams, and will guide the selection and orientation of team members.

In preparing an institutional self-study report, an accredited institution is required to respond to each Common Standard by providing pertinent information, including information about individual programs. In addition, each institution is required to

respond to a set of program standards for each program area, using one of the options named above. Pertaining to each program, the institution responds to each standard in the selected option by providing program specific information for review by the accreditation team. (For further information about the accreditation process, please refer to the *Accreditation Handbook*.)

Internship Programs

Internship programs are offered collaboratively by universities and school districts as training programs for prospective school counselors, school psychologists, school social workers and other school practitioners. Interns enroll in education courses while they teach or serve under the supervision of experienced professionals from the university and school district. During this one-year to three-year training period, each intern holds an internship credential that is granted by the Commission. Each intern also (usually) earns a salary from the employing school district.

Internship programs are *alternative* training programs primarily because interns provide education services *while* they complete requisite courses in pupil service principles and methods. In the course of their training, interns provide professional services earlier than other credential candidates. For this reason the State requires interns to fulfill higher standards of admission to preparation programs than other candidates. Because each intern (usually) earns a salary while completing professional studies, internship programs may be especially attractive to individuals who have previously entered other professions and are interested in becoming educators.

Since 1974, the Commission has encouraged the development and implementation of internship programs for prospective pupil service providers and other educators. In each professional category, the Commission has required internship programs to satisfy the same standards as non-internship programs in the same category. Additionally, the Commission has adopted expanded standards and preconditions for internship programs which apply to internships in all professional categories. Thus an internship program for prospective school counselors must fulfill the Commission's standards for Pupil Personnel Services Programs, *plus* the Commission's additional requirements for internship programs.

State laws and Commission policies have emphasized the importance of collaborative development and administration of internship programs. To sponsor internship programs, postsecondary institutions collaborate more extensively with school districts and professional organizations than is the case for non-internship programs. In fact, the Commission's requirements for internship programs have focused almost exclusively on the collaborative governance of these programs, as well as the preparation the interns receive prior to assuming responsibility for their internship assignment.

Integrated throughout this document in italics are the Commission's internship standards, requirements and issues to be addressed.

Child Welfare and Attendance Credential Programs

Pursuant to California Code of Regulations, Title 5, an institution may develop a Child Welfare and Attendance (CWA) Credential Program. This credential program must be attached to one of the three other Pupil Personnel Services Specialization Programs, but will provide specialized preparation in child welfare and attendance. CWA Credential Programs cannot stand alone, but must be incorporated into one of the three other PPS specializations. Incorporated into this document are the Program Standards for Child Welfare and Attendance Credential Programs. Candidates earning a Child Welfare and Attendance Credential with a school psychology, school counseling or school social work credential, are authorized to provide child welfare and attendance services to a school district or county office of education.

Pupil Personnel Services Advisory Panel

Philosophy Statement

One of the driving forces behind the panel's work was the development of a belief or philosophy statement which was developed by the panel very early in the process. This statement provided a foundation upon which the panel worked. From time to time, the panel was drawn back to this statement to make certain that they were still following an agreed upon philosophy. Following is a description of the panel's philosophy concerning pupil personnel services.

We believe that all children in California have a right to a safe, nurturing, and supportive learning environment that promotes creativity, physical and emotional wellness, and the highest academic, personal, social and career development.

We believe the mission of California schools is to educate and prepare students to function constructively and creatively in a changing society that is increasingly complex, technological and diverse.

We believe the mission of pupil service professionals, school counselors, school psychologists, school social workers and child welfare and attendance supervisors, is to address the needs of all students by providing comprehensive and coordinated programs and creating school/family/ community partnerships to build safe, healthy, and effective learning environments.

We believe the mission of the PPS preparation programs is to recruit, educate and train pupil services professionals in the knowledge, skills and competencies to be successful practitioners in their field which includes designing, creating, implementing and evaluating effective student support programs in California schools.

Flow Chart

Pupil Personnel Services Credential Standards

The following flow chart is an explanation of the six different categories of the Pupil Personnel Services Credential Standards which include the Common Standards, Generic Standards and four specializations—three major areas, School Counseling, School Psychology and School Social Work, and one "supplemental" area, Child Welfare and Attendance Services.

The First Standards Category of this document includes eight **Common Standards** which are required by ALL credential programs, including Pupil Personnel Services.

The Second Standards Category includes sixteen **Generic Program Standards** which are required by all three main Pupil Personnel Services Credential Specializations, School Counseling, School Psychology and School Social Work.

The Third Standards Category includes sixteen **School Counseling Credential Specialization Standards** that are required of all School Counseling Credential Programs. These sixteen standards begin with standard #17, because the first 16 standards include the sixteen generic standards, which are required of all School Counseling Credential Programs.

The Fourth Standards Category includes eleven **School Psychology Credential Specialization Standards** that are required of all School Psychology Credential Programs. These 11 standards begin with standard #17, because the first 16 standards include the sixteen generic standards, which are required of all School Psychology Credential Programs.

The Fifth Standards Category includes nine **School Social Work Credential Specialization Standards** that are required of all School Social Work Credential Programs. These nine standards begin with standard #17 because the first 16 standards include the sixteen generic standards, which are required of all School Social Work Credential Programs.

The Sixth Standards Category includes eight **Child Welfare and Attendance Services Credential Standards** that are required of all Child Welfare and Attendance Services Credential Programs. It is important to note that this program cannot stand alone, but only as a supplement to any one of the other three specializations.

Flow Chart

Pupil Personnel Services (PPS) Credential

**Common Standards for all Service and Specialist Credentials
(Institutional Resources and Coordination)
(8 Standards)**

**Generic Program Standards
Required for each of the three PPS Credential Specializations
(16 Standards)**

Specialization Standards

School Counseling Specialization Credential Standards	School Psychology Specialization Credential Standards	School Social Work Specialization Credential Standards
<ul style="list-style-type: none">• Course Work 16 Standards	<ul style="list-style-type: none">• Course Work 11 Standards	<ul style="list-style-type: none">• Course Work 9 Standards
<ul style="list-style-type: none">• Field Experience 600 Clock Hours	<ul style="list-style-type: none">• Field Experience 1200 Clock Hours Plus 450 Clock Hours of Practica	<ul style="list-style-type: none">• Field Experience 1000 Clock Hours
<ul style="list-style-type: none">• Required Hours/Units 48 Semester (72 Quarter)	<ul style="list-style-type: none">• Required Hours/Units 60 Semester (90 Quarter)	<ul style="list-style-type: none">• Required Hours/Units 45 Semester (60 Quarter)

Child Welfare and Attendance Services Specialization Credential Standards

- Course Work - 8 Standards
- Field Experience - 150 Clock Hours
- Required Hours/Units - 9 Semester (13 Quarter)

Credential candidates must have (or be concurrently enrolled in) one of the three PPS specialization credentials in order to qualify for this credential. Some of these credit/unit hours may be acquired concurrently with specialization coursework.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Institutions are required to submit information related to the Preconditions to the Commission at three points in the accreditation system: 1) during year one of the accreditation cycle, 2) during year four of the accreditation cycle and 2) upon submitting a new program proposal.

There are essentially two kinds of preconditions. The first are the Commission's ten General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions apply to particular kinds of credential preparation programs. There are four Program Specific Preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Click to the following link to locate the preconditions. <http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>.

*The required Preconditions for the **Pupil Personnel Services Program** are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5.*

Common Standards

The Common Standards address issues of institutional infrastructure, stability, and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit, consequently only one Common Standards document will be submitted to the CTC for each approved institution/program sponsor regardless of how many approved programs are offered. Click on the following link to locate the Common Standards

<http://www.ctc.ca.gov/educator-prep/STDS-common.html>.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs. Click on the following link to locate the Common Standards Addendum <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.

Generic Program Standards

Each Pupil Personnel Services Specialization is required to cover all generic standards plus their respective specialization standards in the development of their programs.

Outline

Standard	1	Program Design, Rationale and Coordination
Standard	2	Growth and Development
Standard	3	Socio-Cultural Competence
Standard	4	Assessment
Standard	5	Comprehensive Prevention and Early Intervention for Achievement
Standard	6	Professional Ethics and Legal Mandates
Standard	7	Family-School Collaboration
Standard	8	Self-esteem and Personal and Social Responsibility
Standard	9	School Safety and Violence Prevention
Standard	10	Consultation
Standard	11	Learning Theory and Educational Psychology
Standard	12	Professional Leadership Development
Standard	13	Collaboration and Coordination of Pupil Support Systems
Standard	14	Human Relations
Standard	15	Technological Literacy
Standard	16	Supervision and Mentoring

Standard 1

Program Design, Rationale and Coordination

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

Rationale

To be well prepared as pupil personnel service providers, candidates need to participate in programs that have a cohesive design based on a sound rationale.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways does the program have an organizing structure that forms a logical sequence among the instructional components of pupil service education, such as foundational instruction, theoretical construction, practical exercises and field experiences and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- To what extent is there effective coordination between the program's faculty and staff, between the program and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences?
- To what degree is the overall design of the program consistent with a stated rationale that has a sound theoretical and scholarly basis and is relevant to the contemporary conditions of schooling (such as recent demographic changes)?

Standard 2

Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

Rationale

In order to help pupils attain academic success and personal growth, pupil services specialists must have adequate knowledge of the major factors and domains of development. These include physical, emotional, cognitive, social, cultural, economic and environmental factors and how they impact the daily lives of pupils. PPS specialists must also be aware of how these factors and domains interact to influence overall pupil development.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?
- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?
- To what extent do candidates know the positive influences on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?

- How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?
- To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?
- To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils' positive development?
- To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?

Standard 3

Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

Rationale

In order to help pupils from diverse backgrounds attain learning success and high achievement in academic, personal, social and career domains, pupil service specialists must have knowledge of socio-cultural, economic and other societal influences on the educational process. Candidates need to understand the socio-cultural diversity of traditional major groups (for example, African-American, Asian-American, European American, Hispanic/Latin-American and Native American) and also need to be knowledgeable about other manifestations of human diversity including those related to culture, ethnicity, national origin, immigration status, gender, age, sexual orientation, disability, socioeconomic status and degree of assimilation into mainstream California society.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate an understanding of the literature related to cultural competence as well as the various ways to assess their proficiency in applying culturally appropriate interventions?
- To what extent do candidates demonstrate an understanding of how their own personal values influence their ability to work effectively with pupils who have different values and beliefs?

- In what ways do candidates show an understanding of the impact of bias, prejudice, processes of intentional and unintentional imposition, entitlement and discrimination, as well as other culturally-supported behaviors, on pupils' growth and learning?
- In what ways do candidates demonstrate knowledge of how social and cultural influences in the school environment affect delivery of pupil services?
- How effectively do candidates demonstrate knowledge and understanding of, and sensitivity to, the effect socio-cultural influences have on communication when working with individuals and families from various backgrounds?
- How effectively do candidates demonstrate knowledge of culturally sensitive strategies for involving parents and families in their children's education?
- In what ways do candidates demonstrate knowledge of the dynamics and processes involved in acculturation and assimilation?
- In what ways do candidates demonstrate the ability to assess the cultural background, values, and mores of pupils and their families?
- How effectively do candidates demonstrate understanding of their own professional leadership role in advocating for educational equity, social justice, and harmony and peace among diverse groups of pupils, families and school staff?
- How well do candidates understand the demographic shifts in California and the effect these changes have on pupil learning?
- In what ways do candidates demonstrate effective ways to assess and manage diverse community contexts in order to create effective learning environments?

Standard 4

Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

Rationale

Knowledge of methods of assessment is essential to ensure that data-based decision making is the foundation of program planning and evaluation. This knowledge supports data-based decisions that promote effective individual educational plans and interventions. Knowledge of tools for assessing pupil performance, program outcomes and school climate, and understanding the importance of such assessments to promote pupil learning and achievement, is basic to a supportive learning community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates know and can apply established professional standards for the legal and ethical use of tests and other methods of assessment?
- To what degree do candidates demonstrate knowledge of appropriate models of assessment?
- How do candidates display knowledge and application of appropriate and technically adequate methods of assessment for purposes of ensuring result-based accountability?
- To what extent do candidates know and can apply technology for data collection and analysis that contribute to data-based decision making?

- In what ways do candidates demonstrate knowledge about appropriate methods of assessment for monitoring pupil progress to support effective instructional interventions?
- How effectively do candidates exhibit the ability to use appropriate methods of assessment for purposes of planning?
- How clearly do candidates demonstrate an ability to interpret and communicate results of standardized, norm-referenced, and other assessment information to parents, school staff, and the community?
- How do candidates demonstrate knowledge and application of skills in using different instruments and procedures to assess school climate for the purpose of promoting a supportive learning community in the school?
- In what ways do candidates demonstrate knowledge of the influence of cultural and linguistic factors on the validity and appropriate interpretation of assessment instruments?
- To what degree do candidates exhibit knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessments?

Standard 5

Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Rationale

Complex pressures in today's society produce barriers that inhibit pupils' social, intellectual, and emotional development. Pupil personnel service specialists must therefore, know how to build pupil assets and assist them in overcoming these barriers to learning.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively do candidates display an understanding of the strategies, methods, and approaches to prevent the development of problems that impede learning?
- To what degree do candidates demonstrate knowledge of the characteristics of pupils whose academic progress is less than satisfactory?
- How do candidates demonstrate knowledge of institutional and environmental conditions that place pupils at risk for failure or early school dropout?
- In what ways do candidates demonstrate knowledge of assessment procedures including tests, record reviews, observations, and interviews as part of the process of early identification of learning problems?
- How do candidates demonstrate knowledge of a variety of strategies, programs, interventions, methods and techniques proven to promote academic success?

- How effectively do candidates demonstrate knowledge of methods and techniques for resolving conflict between and among pupils and groups of pupils and for promoting positive intercultural, interethnic relationships among pupils, family, and school staff?
- How well do candidates demonstrate knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, classroom consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupils' lives?
- How do candidates demonstrate knowledge of the effects of grade retention on achievement, learning, and social and emotional development?

Standard 6

Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Rationale

Pupil service professionals must be knowledgeable about pertinent federal and state laws that regulate the delivery of pupil services, pertain to pupil and family rights, and affect pupil and family access to community services. Candidates must be knowledgeable about professional codes of ethics relevant to potential ethical and value conflicts involving service delivery to school staffs, pupils and or families.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate familiarity with laws and regulations pertaining to children and families, such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education?
- In what ways do candidates demonstrate knowledge and skills to effectively advocate for children, families, and school staff to ensure that the spirit and intent of relevant laws and legal mandates are maintained?
- How well do candidates demonstrate ability to keep informed of changes in laws and regulations related to California public education?
- How effectively do candidates demonstrate ability to recognize and evaluate potential ethical conflicts that arise within the school setting?
- How do candidates demonstrate knowledge of the appropriate options to be pursued when confronted with ethical dilemmas?

- In what ways do candidates demonstrate knowledge of the implications and legal applications of due process?

Standard 7

Family-School Collaboration

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Rationale

The family is the child's first teacher. Family involvement in the education of children is critical to pupil success. Comprehensive, long-term, and well-planned partnerships among families, schools and community organizations lead to higher pupil achievement, more positive self-esteem, and better attitudes toward learning.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways do candidates demonstrate awareness of the importance of family-school relationships in fostering positive pupil development?
- What types of experience do candidates have in helping to implement efforts to build and maintain family-school relationships?
- In what way do candidates become aware of the benefits of family involvement at different grade levels?
- How do candidates demonstrate knowledge and skills in helping schools to overcome barriers to family involvement?
- How clearly do candidates demonstrate knowledge about and respect for family structures and socio-cultural diversity?
- How do candidates demonstrate knowledge of ways to assist families to become actively involved in pupil development and learning?

- How do candidates demonstrate ability to help families and school staff to effectively communicate and collaborate when developing educational or behavioral plans to assist pupil development and learning?
- To what degree do candidates demonstrate an understanding of family-centered approaches to collaboration with schools?

Standard 8

Self-esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

Rationale

Several national and California studies have indicated that a relationship exists between pupil achievement and self-esteem. Self-esteem and self affirmation as well as a sense of personal and social responsibility are attitudes that contribute to the development of academically capable, active, socially responsible citizens in society. The building of self-esteem and personal and social responsibility are shared responsibilities of the pupil, school, family, and community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways do candidates demonstrate knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed and used as a bridge to positive personal relations?
- To what extent do candidates understand the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, effective approaches to discipline, and the development of personal and social responsibility and self-esteem?
- To what extent do candidates know how schools, families and communities act as partners in guiding pupils' acquisition of self-esteem, social and personal responsibility?
- In what ways do candidates demonstrate an understanding of how self-esteem affects each pupil and the overall school climate?

- To what degree do candidates understand how personal and social responsibility relate to citizenship in a changing society?
- To what extent do candidates recognize how their own self-esteem affects pupils, staff, and families?
- In what ways do candidates demonstrate knowledge of curriculum related to self-esteem, personal and social responsibility?
- In what ways do candidates display an understanding of the benefits of positive personal self-esteem and its impact on pupil resiliency and learning?
- How effectively do candidates demonstrate skill in methods of social skills training that enhance pupils' ability to use positive decision making skills in social situations?
- To what extent do candidates demonstrate knowledge of and ability to use multiple procedures for the assessment of self-esteem?

Standard 9

School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Rationale

The need for safety and security is at the foundation of all human needs. If pupils and school staff do not feel safe and secure at school, then the capacity of schools to educate is diminished. Candidates need to receive instruction in human behavior, group dynamics and organizational culture. This training provides the basis with which to help schools address personal, social, and interpersonal situations that impede learning and that may create conditions that lead to injury and harm on school campuses. The promotion of school safety and the reduction of risks associated with verbal, emotional, and physical violence is central to the PPS professional's role in schools.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well are candidates able to help pupils cope with grief and loss in their lives and to implement procedures to assist those who require more intensive interventions?
- To what extent are candidates aware of issues and procedures related to successfully identifying those youths who exhibit behaviors suggesting that they might be at risk of violence, victimization or perpetration?

- How effectively are candidates able to use negotiation skills, conflict management skills, and mediation skills to help school staff communicate with difficult and or angry parents, pupils, teachers, and other school staff?
- How aware are candidates of the influence of environment, community context, and substance use on the occurrence of violence and how capable are they in incorporating this knowledge into a comprehensive school safety plan?
- In what ways do candidates demonstrate knowledge of theories of violence and aggression, particularly as they relate to a pupil's development?
- How do candidates demonstrate knowledge and skills related to implementing crisis interventions and management, including triage (prioritizing needs in emergency situations), psychological first aid, and follow-up with pupils, parents, and school staff?
- To what degree do candidates demonstrate knowledge of bullying behavior in school and have skills in applying research-based models and programs designed to limit the occurrence of bullying on school campuses?
- To what extent do candidates understand the dynamics of the laws pertaining to and strategies to reduce the incidences of sexual harassment in school?
- In what ways do candidates demonstrate knowledge about exposure to violence as a significant developmental risk factor in the lives of children and adolescents?
- To what extent do candidates demonstrate knowledge about the role that both inter-group conflicts and gang activity can play in the occurrence of school site violence?
- How comprehensive are candidates' knowledge about school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the school yard?
- In what ways do candidates demonstrate knowledge of methods of assessment that contribute to interventions for the development of pupils' self-esteem and lowering the risk of suicide and substance abuse?

Standard 10

Consultation

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Rationale

Pupil services professionals are called upon to address increasingly diverse issues that influence behavior, achievement, and self-esteem. Teachers, school administrators, and families are challenged to make decisions that contribute to effective outcomes at school, home, and the community. Knowledge and skills in consultation and collaboration are necessary to facilitate the development and implementation of strategies that result in a positive impact on pupils' learning and behavior.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate knowledge of individual and organizational consultation processes, including methods of initiating, developing, implementing, and concluding consultative relationships?
- In what ways do candidates demonstrate knowledge and application of consultation principles and practices used to assist school staff in learning about (among other things) classroom management, school discipline, learning styles, the interpretation of test results, the improvement of pupil attendance and learning and achievement?

- How do candidates demonstrate knowledge of factors that promote the development of effective relationships among teachers, staff, families and others, taking into consideration the influence of diverse cultures and languages?
- How well do candidates demonstrate understanding of the impact that teaching methods and style have on pupil learning in the classroom?

Standard 11

Learning Theory and Educational Psychology

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

Rationale

The socio-cultural diversity in today's schools contributes to a greater need to understand those factors that influence learning. It is necessary for pupil service providers to possess a knowledge and understanding of theories of learning, and cognitive and psycho-social development and to apply this knowledge to assist in the development of effective instructional strategies that promote pupil learning, self-esteem, and positive interpersonal relationships with age-group peers.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates display knowledge about theories of learning?
- To what degree do candidate understand the role of parents and other caregivers in the support of pupil learning?
- In what ways do candidates demonstrate knowledge about barriers to learning?
- To what extent do candidates exhibit knowledge about developing positive, culturally-sensitive learning environments?
- To what extent do candidates exhibit an understanding of the strategies and techniques to help pupils accept responsibility for their own learning?
- In what ways do candidates demonstrate knowledge about how feelings and emotions influence the learning process and impacts pupil self-esteem?

Standard 12

Professional Leadership Development

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

Rationale

The development of effective Pupil Personnel Service Programs depends to a great extent on the leadership exercised by knowledgeable professionals who demonstrate skills in collaboration, persuasive communication, advocacy, and results-based accountability.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge of the systems and resources at the building or district level?
- In what ways do candidates exhibit knowledge of an array of methods for effectively communicating information to influence change?
- How do candidates display knowledge of and skill in program development, implementation, and evaluation?
- How do candidates exhibit the ability to present data effectively that influences change and supports improved outcomes for pupils?
- In what ways do candidates demonstrate knowledge of current trends in school reform?
- In what ways do candidates demonstrate an understanding of various sources of funding that support instructional and pupil support services programs?

Standard 13

Collaboration and Coordination of Pupil Support Systems

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Rationale

Successful learning and high achievement requires high quality teaching and adequate and effective support services. Emotional, social, and family problems, low motivation and interest, inadequate and insufficient learning and study skills and habits pose barriers to learning and academic achievement. The effort to remove these barriers and impediments to learning and promote the knowledge, skills and attitudes required for success for all pupils calls for the integration of community support services and family involvement within the mission of the pupil personnel services program and the educational mission of the school. Candidates must have the ability to collaborate with parents, family and community members and community agency personnel in order to maximize the supports pupils need to learn, to achieve at high levels and to become constructive and productive members of society.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree do candidates demonstrate knowledge of and skills in collaborating with public and private community-based organizations, agencies, and others that contribute to improve learning outcomes for pupils?
- How effectively can candidates access and utilize resources within the community?
- What is the level of candidates' knowledge about models of school-based or school-linked services that promote pupil learning and success?

- How well do candidates understand community-based and school-based systems of care and support?
- To what extent do candidates demonstrate knowledge of multi-disciplinary teams, teamwork, team building and skill in functioning as a team member within schools and with community-based organizations?
- In what ways do candidates demonstrate knowledge of organizing and managing services of community-based organizations and agencies on a school site?
- How do candidates demonstrate the ability to implement assessment and data gathering procedures to document the nature and scope of the need for pupil support services?
- To what extent are candidates knowledgeable about the organization and dissemination of information about a school or district's comprehensive pupil support service plan?
- What are candidates' level of knowledge about creating formal memoranda of understanding with public and private child-serving agencies to clarify roles and services as part of a broader pupil services plan?
- To what extent can candidates provide leadership in the development and maintenance of viable school-community partnerships?

Standard 14

Human Relations

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Rationale

As society becomes more diverse and schools experience continuing social and demographic shifts, candidates need to help individuals and groups to productively adapt to these changes. Candidate must possess personal and interpersonal skills that model positive relations with others and assist pupils to build and maintain positive relationships in school and community settings.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge of theories and conceptual models of interpersonal relations and communication?
- How well do candidates demonstrate an ability to help the school community foster an appreciation for ethnic and cultural diversity and to facilitate management of interethnic or intercultural conflict when it arises on the school site?
- In what ways do candidates demonstrate awareness of group dynamics and methods to facilitate inter-group relations and mediate conflict when it arises on the school site?
- How effectively do candidates demonstrate ability to use communication skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers?

Standard 15

Technological Literacy

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Rationale

Schools and communities are becoming increasingly reliant on technology to become better informed about options, resources and opportunities to better serve their respective constituencies. Computer and communication system skills are essential for pupil service providers in gathering and distributing information, making presentations and otherwise managing all aspects of pupil support services to increase pupil learning and success.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge of pertinent computer hardware and software, such as word processing and database and computer presentation applications?
- To what extent do candidates understand legal and ethical issues related to computer-based technology?
- To what degree do candidates understand the appropriate use of computer-based technology and data-management systems, in support services, teaching, learning and data-based research?
- To what extent do candidates demonstrate computer-based technology skills in such areas as accessing the internet, downloading files, communicating with others through the use of e-mail and otherwise making use computer technology as a resource tool?

Standard 16 Supervision and Mentoring

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

Rationale

The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality field experience training opportunities. In addition to the university-based training opportunities, it is essential that candidates receive supervision from school-based practitioners. These field experiences are enhanced when the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates. Upon successful completion of credential training, PPS practitioners continue to engage in professional development formally through courses and workshops and informally through consultation and advisement with their colleagues. For this reason, it is also important for candidates to learn about models of professional mentoring to provide support for recently credentialed practitioners.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively do candidates demonstrate familiarity with supervision and mentoring models such as: administrative, behavioral, clinical, or professional growth and development?
- In what ways do candidates demonstrate knowledge of professional guidelines and standards for the supervision and mentoring of each credential candidate in field experience placement?
- How well do candidates demonstrate knowledge of current professional literature about best practices in supervising field experience training?
- In what ways do candidates display knowledge of mentoring and consultation among professional colleagues?

School Counseling Specialization Standards

Organization

The School Counselor Specialization Standards are organized into three areas: core knowledge base and foundations; professional skills and training (including domains, themes, and functions of school counseling); and field experience and competency evaluation. A brief description of each of the areas is provided within this document, followed by the school counselor specialization standards that support each area.

Outline

I. Core Knowledge Base and Foundations

- | | | |
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| Standard | 17 | Foundations of the School Counseling Profession |
| Standard | 18 | Professionalism, Ethics & Legal Mandates |

II. Professional Skills and Training

A. Domains of School Counseling and Guidance

- | | | |
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| Standard | 19 | Academic Development |
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B. Themes of School Counselor Preparation

- | | | |
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- | | | |
|----------|----|---|
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III. Field Experience and Competency Evaluation

- | | | |
|----------|----|---------------------------------------|
| Standard | 31 | Field Experience |
| Standard | 32 | Determination of Candidate Competence |

School Counselor Specialization Standards

Core Knowledge Base and Foundations

The complex needs of today's pupils emphasize the need for comprehensive counseling and guidance programs in schools. The foundation of the school counseling profession contains knowledge and professional attitudes that promote student development, learning and achievement. Future school counselors must have knowledge of the history as well as current trends in school counseling that is often achieved through active participation in professional organizations. They must also have knowledge of the laws and ethics of counseling specific to children in California schools. Effective school counseling is further supported by knowledge of state and national standards for school counseling and by familiarity with models of effective comprehensive school counseling and guidance programs.

A firm foundation of knowledge and professional attitudes form the basis for comprehensive school counseling and guidance programs that promote student development, learning and achievement.

Standard 17

Foundations of the School Counseling Profession

The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.

Rationale

Credential candidates must understand counseling responsibilities within a school setting, the goals of a school counseling program, and the knowledge base by which counselors conduct the practice of school counseling. The history, trends, philosophy and theories are the foundation on which school counseling programs are built. This standard represents the fundamental aspects that are common to the development of school counselors and the understanding and essential elements of a comprehensive school counseling program.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing

proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does the program provide candidates with the knowledge and understanding of the history, philosophy and trends of the school counseling profession including significant state and national events and factors?
- How does the program provide candidates with the knowledge and understanding for developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program?
- How do candidates demonstrate knowledge and understanding of the domains of educational counseling including academic, career, and personal and social development?
- To what extent do candidates demonstrate knowledge of how school counseling programs and services promote student development, learning and achievement?

Standard 18

Professionalism, Ethics and Legal Mandates

The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

Rationale

In order for school counselor candidates to best develop and maintain a school counseling program, they must develop a professional identity and an understanding of the scope of their professional responsibility and keep abreast of current relevant trends in education. Counselors must have knowledge of the effects of federal and California laws on pupils and counseling and guidance programs. School counselors have a responsibility to uphold the standards of their profession including adherence to ethical standards and practices to protect their clients.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge and understanding of the necessity for ongoing education as a part of professional development?
- How adequately do candidates demonstrate awareness of current trends in education and the impact of these trends on their professional identity?
- How well do candidates demonstrate knowledge of the state and national associations representing the school counseling profession and related counseling interests?
- How well do candidates understand the benefits of belonging to a professional organization that represents school counseling interests?

- To what extent does the program allow candidates to demonstrate knowledge of the state requirements for academic achievement, promotion and retention policies and high school graduation?
- How well do candidates understand California and federal laws and regulations affecting school counseling and guidance programs, pupils and staff, such as confidentiality, child abuse reporting, and pupil records?
- To what extent do candidates demonstrate knowledge of the ethical standards and practices developed by the American Counseling Association (ACA) and the American School Counselor Association (ASCA)?
- To what extent do candidates demonstrate the skill of applying ACA and ASCA's ethical standards and practices to specific counseling situations?

II. Domains of School Counseling and Guidance Programs

The goal of comprehensive school counseling and guidance programs is to increase student learning and achievement by promoting student development in three domains: academic development, career development, and personal and social development. School counselors must be knowledgeable of these domains and familiar with models of school counseling and guidance programs that include desired student competencies and means of effectively attaining measurable student outcomes. It is essential that school counselors are skilled in the development, implementation, and delivery of comprehensive and developmental school counseling and guidance programs that effectively address each domain.

Standard 19

Academic Development

The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.

Rationale

Counselors are mandated by state law to support the academic development and learning success of pupils. All strategies, activities, programs, and interventions organized and implemented by school counselors are to serve this end. Included as areas of knowledge and skill in the academic area are: reading literacy, basic mathematical skills, skills in decision making, problems solving and goal setting, critical thinking, logical reasoning, interpersonal communication, and the application of these skills to academic achievement. School counselors and school counseling programs should be directed at enabling all pupils to achieve success in school and to develop into contributing members of society. To do this effectively, school counseling candidates must gain knowledge of the principles and methods for increasing learning and success and skills in planning and implementing academic support systems.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge of the application and rationale of state adopted curriculum standards and frameworks to academic development?
- To what extent do candidates demonstrate knowledge of and skill in improving pupils' self-concept and academic achievement, including: motivation to learn confidence as a learner, pride in achievement, acceptance of mistakes as essential to the learning process, and development of attitudes and behaviors that lead to successful learning?
- How do candidates demonstrate knowledge of learning skills including: goal setting, time and task management, task analysis, knowledge of learning styles, test taking skills, textbook reading strategies, problem solving skills, decision making skills, and communication skills?
- To what extent do candidates demonstrate knowledge of and skill in helping pupils achieve school success including: taking responsibility for their own actions; working independently and cooperatively; being dependable and productive; and sharing knowledge, interests and abilities?
- How do candidates demonstrate knowledge of high school graduation requirements and skill in assisting pupils to develop appropriate academic plans?
- How adequately do candidates demonstrate knowledge of and skill in implementing practices that ensure that all pupils receive equitable treatment relating to appropriate course selection for post-secondary options, including college?
- How effectively do candidates demonstrate knowledge of a guidance curriculum that supports learning and skill in using classroom guidance techniques?
- To what degree do candidates demonstrate knowledge and skill in accessing admission requirements for public and private colleges and universities, vocational and trade schools, and other post-secondary training opportunities?
- How do candidates demonstrate knowledge of the relationship of academics to the world of work and to life at home and in the community?

Standard 20

Career Development

The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.

Rationale

One goal of education is to prepare pupils to be knowledgeable and contributing members of society. While classroom instruction and learning focus on curricular contents and processes, school counseling programs also address the relationship between education and the world of work. Counselors provide guidance to pupils in the area of career development that gives education relevance and meaning, increases motivation, and establishes goals and direction for learning and achievement. School counselors must be prepared to organize and implement career and vocational development programs for all pupils at all school grades and levels in order to ensure student success and successful transition from school to career and the future.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How thoroughly do candidates demonstrate knowledge of the world of work, employment trends, career clusters and pathways, career choice theories, and school-based career development programs?
- How effectively do candidates demonstrate knowledge of career and vocational information resources including: labor market information, visual and print media, computer-based career information systems, and skill in accessing these resources to assist pupils in their career development and decision making?
- How do candidates demonstrate knowledge of and skill in career development program planning, organization, implementation, administration and evaluation?
- How well do candidates demonstrate knowledge of and skill in using assessment instruments and techniques relevant to career planning and decision making?

- In what ways do candidates demonstrate knowledge of and skill in career and educational assessment, planning, and evaluation?
- To what extent do candidates demonstrate knowledge of and skill in using technology-based career development programs and strategies?
- How do candidates demonstrate knowledge of and the ability to teach and develop essential employability skills such as teamwork, problem solving, and organizational skills?

Standard 21

Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

Rationale

To ensure academic and learning success, school counselors must be able to identify the personal and social developmental needs of all pupils and address those needs in ways that will help pupils become personally and interpersonally successful. School counselors must also be able to assist pupils in: becoming knowledgeable about themselves and others; skilled in communicating effectively; capable of cooperating with and understanding others; able to show interest in, tolerance of and appreciation for differences between people; and being proficient in working through conflicts, problems and disagreements successfully.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates enable pupils to acquire knowledge of their own personal strengths, assets, personal values, beliefs and attitudes?
- How do candidates demonstrate knowledge of and skill in developing programs that enable pupils to: develop positive attitudes towards themselves as unique and worthy persons; identify and express feelings, recognize personal boundaries, rights and privacy needs; understand the need for self control and how to practice it; demonstrate cooperative behavior in groups; develop effective communication skills; and identify and discuss changes in personal, social and family roles?

- How well do candidates demonstrate skill in helping pupils to: respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns?
- How effectively do candidates demonstrate the ability to: teach pupils a decision making and problem solving model; enable pupils to understand consequences of decisions and choices; identify alternative solutions to problems; and develop effective coping skills for dealing with problems, including seeking professional help?
- To what extent do candidates demonstrate the ability to: educate and train pupils successfully in conflict resolution skills, develop respect and appreciation for individual and cultural differences, and know when peer pressure is influencing a decision?
- In what ways do candidates demonstrate the ability to: assist pupils in identifying short and long-term goals; set realistic and achievable goals; and develop a plan of action for successfully achieving those goals?
- How do candidates demonstrate knowledge of how to help pupils learn and understand: the relationship between rules, laws, safety and the protection of individual rights; the difference between appropriate and inappropriate physical contact; personal boundaries, rights, and personal privacy; how to identify peer and professional resources in the school and the community; the emotional and physical dangers of substance use and abuse; how to cope with peer pressure; the techniques for managing stress and conflict; and the skills for coping with and managing life events?

III. Themes of School Counselor Preparation

Three themes or areas of emphasis guide the work of school counselors in addressing the domains of student development: Leadership, Advocacy, and Learning, Achievement and Instruction. These themes are to be represented as common strands in the teaching and learning of all knowledge, skills, and attitudes related to the domains and functional aspects of school counseling.

The work of school counseling is directed toward increasing the learning and achievement of pupils and focusing on enhancing the teaching and learning processes. School counselors work as leaders in the promotion of student learning and achievement. They serve as advocates for equal opportunity and access to a quality education including support for high learning expectations and standards.

Standard 22

Leadership

Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Rationale

Effective and comprehensive learning supports for all pupils require school counselors to function as leaders in program development, education reform and school change efforts. School counselors must work to organize, coordinate and supervise programs and services, to train others in program and service provision, broker services to pupils both within and external to the school, and evaluate student learning and achievement outcomes.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate the knowledge of effective leadership in planning, organizing and implementing a counseling and guidance program designed to increase student learning and achievement?

- To what extent do candidates demonstrate development as a leader in education reform and school change efforts?
- In what manner do candidates demonstrate knowledge of funding sources and budget issues concerning programs that promote student learning and academic achievement?
- How effectively do candidates demonstrate knowledge of the theories and principles of managing the delivery of a comprehensive and developmental school counseling and guidance program?

Standard 23

Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

Rationale

School counselors are in a unique position in the school to observe student and school staff learning and teaching performance and behavior and to organize educational courses, programs and services. They need to know about the communication and interaction between pupils and teachers, the learning problems and needs of pupils, the organization of courses and classrooms, student learning and success patterns, and the learning and safety climate of the school. Furthermore, school counselors must advocate for educational courses and programs that enable pupils to become successful learners, achieve at high levels and pursue challenging and personally fulfilling careers. School counselors must advocate for equity and inclusiveness in programs so that all pupils receive and benefit from a high quality education, including excellence in teaching, high expectations for all, availability of quality education resources, and opportunities to succeed at high levels of the learning endeavor.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge of current and potential biases and discrimination in educational programs, services and systems that limit, impede or block the highest educational attainment possible for all pupils?
- How effectively do candidates demonstrate knowledge of the barriers to the highest learning and achievement for all pupils, and how they can limit the future educational and career outcomes for pupils?

- How do candidates demonstrate knowledge of school learning support programs and services that promote high academic attainment and learning success?
- In what ways do candidates demonstrate knowledge of and skill in advocating for high academic expectations and learning success for all pupils?
- How well do candidates demonstrate knowledge of educational and career paths and skill in advocating for pupils in a manner that increases student motivation, high expectations and learning success?
- How thoroughly do candidates demonstrate knowledge of the academic and learning required for pupils to be eligible for admission to a four-year college or university?

Standard 24

Learning, Achievement and Instruction

Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

Rationale

In addition to learning theory and educational psychology, (which encompasses Generic Standard number 11) the instructional program is the central focus of schooling. All counseling and guidance activities in the schools need to be directed toward improved student learning and achievement. Counselors are also responsible for delivering guidance information and material to pupils in an efficient and effective manner.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge of effective classroom management strategies, techniques and practices and skill in applying classroom management principles to guidance instruction?
- How do candidates demonstrate knowledge of and skill in writing guidance lesson plans coordinated with other instructional area subject matter?
- In what ways do candidates demonstrate knowledge of instructional strategies, activities, practices and skill in applying these to teaching guidance concepts to pupils, parents and teachers?
- How thoroughly do candidates demonstrate an understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests and learning styles?
- How well do candidates demonstrate knowledge of strategies and techniques for involving parents and guardians in classroom learning including conducting student-led conferences, parent tutoring, and homework support?

- In what ways do candidates demonstrate skill in organizing and implementing in-service education programs for school staff focused on the issues related to counseling and guidance?
- In what ways do candidates demonstrate methods and techniques for supporting beginning teachers?

IV. Functions of School Counselors

School counselors must possess an array of knowledge, skills and attitudes to implement programs and services that increase student learning and achievement by addressing the three domains of school counseling and guidance programs within these domains (academic career and personal and social development). Programs and services are delivered through school counselors by exercising several functions. In addition to the many functions shared in the common standards, school counselors provide specialized functions including individual counseling; group counseling and facilitation; collaboration, coordination, and team building; organizational systems and program development; prevention education and training; and research, program evaluation and technology.

In an effort to maximize student support services, school counselors collaborate with other school staff, community agencies and members, parents and student groups, as they coordinate services to build the school into a safe learning environment that is a center of education and learning for families and the community. School counselors work to build acceptance and appreciation of the diversity among cultures, peoples and families in the school and community. School counselors also evaluate their work through the assessment and identification of student learning and achievement outcomes using data to support successful interventions and making corrective program modifications.

Standard 25

Individual Counseling

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

Rationale

Comprehensive counseling and guidance programs address the developmental needs of pupils focusing on the personal and social problems, and issues and concerns that are potential barriers to successful learning and achievement. School counselors must be skilled in identifying the mental health needs of pupils, determining the appropriate means of meeting such needs, providing direct

intervention and guidance when necessary, exploring alternatives, and developing, organizing and utilizing effective mental health referral resources. As a primary mental health service provider in the schools, school counselors must demonstrate knowledge about early warning signs of emotional and behavioral disorders, including aggressive and violent behavior.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge of and skills in applying theories of counseling as they pertain to counseling pupils in schools?
- How adequately do candidates demonstrate knowledge of and skill in assisting individual pupils identify and express feelings, contain intense and overwhelming emotion, and work through emotional conflicts and problems?
- To what extent do candidates demonstrate knowledge of the assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive programs and services?
- How effectively do candidates demonstrate knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals?
- How well do candidates demonstrate knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss?

Standard 26

Group Counseling and Facilitation

Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.

Rationale

The work of school counselors in effectively promoting the academic, personal, social and career development of pupils is often optimized by delivering counseling services, educating and training in the context of small groups. Groups provide mutual help, support and learning that enhances and expands what counselors can provide. Group work further enables counselors to identify interpersonal limitations and enhance interpersonal skills in a real-life context in which pupils can practice new skills and build caring and supportive relationships. Such group work increases student inclusion and identity in the school community and enhances their ability to learn, to grow, to develop, and to achieve at high levels.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge of group theory, group dynamics and the types of groups relevant to working in schools?
- How well do candidates demonstrate knowledge of and skill in leading small groups directed towards promoting the academic, personal, social and career development of pupils?
- How effectively do candidates demonstrate knowledge of and skill in facilitating teams and committee meetings of individuals working on education related tasks?

Standard 27

Collaboration, Coordination and Team Building

Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

Rationale

School counselors must have the ability to collaborate with parents, family and community members and community agency personnel in order to maximize the supports that pupils need to learn, to achieve at high levels and to become productive members of society. The involvement of family in schools further enhances the richness of the school as a learning center and focus for community development.

Student learning and achievement are further enhanced through the involvement of family and community members. Such collaborative efforts should be coordinated within a comprehensive counseling and guidance program in order to optimize support efforts, establish consistency in goals, minimize conflict and disparate action and enable meaningful evaluation, accountability, and further action planning.

Collaboration and coordination require school counselors to be knowledgeable of and skilled in the principles and techniques for building and maintaining effective working teams.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively do candidates demonstrate knowledge of effective collaboration programs and services that integrate parents, family and community members

and community agency personnel to increase student learning and academic achievement?

- How well do candidates demonstrate knowledge of and skills in coordinating the support, roles and services of school staff, parents, family and community members and community agency personnel within the framework of a comprehensive counseling and guidance program?
- In what ways do candidates demonstrate knowledge and skill in team building?
- How do candidates demonstrate knowledge of and skill in coordinating support services necessary for success in academic, career, personal and social development and in providing appropriate services to meet these student needs?
- To what degree do candidates demonstrate knowledge of and skill in coordinating guidance activities through which pupils develop competency in self-management, communication, interpersonal interaction, and decision making?

Standard 28

Organizational Systems and Program Development

Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

Rationale

Local schools operate as systems within a larger organizational and cultural context in the community. School counselors need to understand the dynamics of these organizations, the cultures that characterize them, and the wider context that helps or hinders the development of effective programs.

School counselors must be prepared to plan, develop, implement and evaluate counseling and guidance programs and support services that effectively address the educational needs of pupils and the needs of the school to become an effective learning community. To determine the effectiveness of these programs in relation to the educational mission of the school, counselors must be able to identify and assess student outcomes that result from involvement in such programs and use this information to make appropriate changes in existing programs as well as plan and implement new programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How clearly can candidates explain a comprehensive school counseling and guidance program and its impact on teaching and learning?
- To what extent do candidates understand basic principles of organizational theory and change theory so as to be able to lead and work collaboratively as a part of a total educational team?
- To what extent do candidates understand the organization of the school, dynamics of change and the roles of individuals within the school setting?

- How effectively can candidates identify a wide range of philosophical, historical, political, ethical, cultural and economic forces that impact the school organization and ecology?
- To what degree do candidates understand the interrelationships among prevention and intervention strategies, school organization, and society?
- How effectively do candidates understand the techniques used to guide, motivate, delegate, and build consensus in program development and the achievement of results?
- How effectively do candidates demonstrate knowledge of and skill in conducting needs assessments and in planning, developing and implementing counseling and guidance programs based on such assessments?
- How adequately do candidates demonstrate knowledge of the process of developing comprehensive counseling and guidance program budgets, sources of funding and appropriate expenditures?
- How thoroughly do candidates demonstrate knowledge of and skill in designing and implementing the evaluation of a counseling and guidance program? This would include the collection of data, understanding validity and reliability and the preparation of an evaluation report that demonstrates the impact of the program on student outcomes related to improved learning and achievement?

Standard 29

Prevention Education and Training

Candidates know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.

Rationale

In addition to Generic Standard 5, Comprehensive Prevention and Early Intervention, comprehensive counseling and guidance programs include a major emphasis on educational strategies designed to prevent problems from occurring. Such strategies enable school counselors to provide services to all pupils through presentations in classrooms and assemblies, and through in-service education programs to school staff, parents and family members. School counselors are capable of anticipating student and school problems and can effectively provide preventive measures to overcome or resolve problems that could limit or diminish the capacity of pupils to learn and achieve at their highest levels.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways do candidates demonstrate knowledge of and skill in identifying early signs and predictors of student learning problems?
- How thoroughly do candidates demonstrate knowledge of and skill in developing, organizing, presenting and evaluating educational programs designed to prevent learning difficulties and promote learning success?
- To what degree do candidates demonstrate knowledge of and skill in developing, organizing, presenting and evaluating preventive in-service education programs for school staff?

- In what manner do candidates demonstrate knowledge of and skill in developing, organizing, and presenting prevention programs for parents, family and community members?
- How effectively do candidates demonstrate knowledge of and skill in working with teachers to implement and evaluate educational programs designed to prevent learning problems and promote student learning success and high academic achievement?

Standard 30

Research, Program Evaluation and Technology

Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

Rationale

The psychological and educational research literature has much to offer to school practitioners, but the information is not always accessible or easily understood by all school personnel. School counselors should provide leadership and guidance in the school community with their knowledge of current literature on various aspects of education and child development, their ability to translate research into practice, and their understanding of research design and technology. School counselors should serve vital roles in helping various members of the school community to gain access to important information about best practices in education and in counseling and guidance programs. School counselors should contribute to the development and evaluation of educational and intervention programs by assessing pupil needs, assisting with data-based decisions in program design and evaluating programs in terms of pupil learning and achievement.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge about basic principles of research design in education and psychology?
- How proficient are candidates in the use of relevant technology in order to (a) conduct and disseminate research, (b) access information and (c) evaluate pupil progress?

- In what ways do candidates demonstrate skill in locating research data and interpreting its meaning to pupils, parents, school, and the community?
- How adequately do candidates demonstrate the knowledge and skills of program evaluation including the gathering of needs assessment data, the use of data in planning and decision making, the development of evaluation strategies, and the gathering of outcome data focused on student learning and achievement outcomes?
- How well do candidates demonstrate skill in disseminating program evaluation findings to program stakeholders, and how proficient are candidates in the use of evaluation outcomes to modify or extend programs and interventions?
- To what degree do candidates demonstrate an understanding of research methods, statistical analysis, needs assessment and program evaluation?

V. Field Experience and Competency Evaluation

Supervised field experience is central to the training of school counselors at every stage of their development. Carefully structured and supervised experiences in schools and other appropriate settings allow candidates to observe experienced practitioners, practice initial skill development and become oriented to schools and the community. Field experience is also the primary means through which supervisors and more experienced mentors can deliver immediate and direct feedback, essential to the development of professional skills and competence. Professional experience and coursework are linked throughout the program.

Definition of Terms

Practica (Singular = Practicum). Practica consists of a series of supervised experiences that occur in classroom, laboratory and field-based settings, and provide for the application of knowledge and the development of skills. Practica experiences should be completed prior to the beginning of field experience.

Field Experience. Field experience is the principal experience in training school counselors. It occurs after successful completion of the practica experiences.

Internship Credential. A candidate may receive a salary for school counseling services provided in a district prior to completing the credential program. Service with an Internship Credential will qualify for field experience hours. Internship opportunities must be offered collaboratively by universities and school districts for prospective school counselors. In order to qualify, candidates must apply for and receive the intern credential from the Commission on Teacher Credentialing. Interns must be enrolled in an approved school counseling credential program while they serve under the supervision of experienced credentialed school counselors from the district and university program faculty.

Standard 31

Field Experience

To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.

Practica

A minimum of one hundred (100) clock hours in a practicum experience, that can include: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

Field Experience

The school counseling program requires candidates to complete a supervised field experience of six hundred (600) clock hours that is begun after successful completion of the practicum experience and the series of preliminary courses defined by the program as preparation for the field experience. The field experience provides an opportunity for the candidate to perform, under supervision, the functions of school counselors in school counseling domains.

Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

The candidate’s total field experience includes the following:

1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six

hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with k-12 pupils.

2. An average of one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 interns per group) supervision per week provided
3. throughout the field experience, usually performed by the on-site supervisor IS SUGGESTED, NOT REQUIRED.
4. An average of one-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member IS SUGGESTED, NOT REQUIRED.
5. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.
6. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.

Rationale

Individualized, appropriate field practice provides candidates with comprehensive professional preparation that qualifies them for work in schools with a range of grade levels and with pupils who are culturally and ethnically diverse. It provides candidates with the opportunity to enhance their professional preparation through activities outside of the university setting and allows for the integration of coursework with field experience.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How consistently are candidates provided with an individualized plan for field experience that provides the opportunity to gain practical knowledge and practice the skills identified in the generic and school counseling specialization standards and attain program competencies?
- How frequently do field experience settings provide opportunities for candidates to become familiar with a range of classroom instructional practices and learning experiences for pupils from diverse backgrounds?
- How adequately are candidates provided with the opportunity to develop effective interpersonal and counseling skills through interactions with pupils, parents, school staff and other professionals working with pupils?
- How well does the program and field experience site provide the opportunities for candidates to develop audio or videotapes of their performance in school counseling domains and functions for use in supervision?
- How thoroughly does the program and field experience site provide opportunity for candidates to develop competency in all domains, themes and functions of school counseling?
- How often do candidates get a chance to demonstrate skill in program development and evaluation and the implementation of at least one prevention program?
- To what extent are candidates provided with regular and formal evaluations of their performances during the field experience by a site supervisor and program faculty member in a manner that provides opportunity for improvement in skill acquisition?
- How effectively does the program ensure that candidates have experience in developing the skills included in the school counseling standards?

Standard 32

Determination of Candidate Competence

Prior to recommending candidates for a School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?
- How consistently has a systematic summative assessment been completed of the candidates' performance by at least one district supervisor and one institutional supervisor?
- How clearly does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective?

In what manner do individuals responsible for the program, who have access to information on the competence and performance of candidates, use that information to recommend candidates for credentials?

School Psychology Specialization Standards

I. Core Knowledge Base and Foundation

Standard	17	Psychological Foundations
Standard	18	Educational Foundations
Standard	19	Legal, Ethical and Professional Foundations

II. Professional Skills and Training

Standard	20	Collaborative Consultation
Standard	21	Wellness Promotion, Crisis Intervention and Counseling
Standard	22	Individual Evaluation and Assessment
Standard	23	Program Planning and Evaluation
Standard	24	Research, Measurement, and Technology

III. Field Experience and Practica

Standard	25	Practica
Standard	26	Culminating Field Experience
Standard	27	Determination of Candidate Competence

School Psychologist Specialization

I. Core Knowledge Base and Foundations

The complex needs of today's pupils emphasize the need for comprehensive service delivery in school-based settings. The school psychologist, a school-based mental health professional, is in a position to provide a holistic approach to psychological service delivery in the schools. It is essential that school psychologists have a solid foundation in a core knowledge base of psychology, education, and professional school psychology so that they are able to use theory and context to form comprehensive conceptualizations of and responses to the challenges and opportunities that confront pupils, families, and schools.

Standard 17

Psychological Foundations

The program provides candidates with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.

Rationale

School psychologists serve as representatives of the discipline of psychology and learning in the school. School psychologists need to apply theories of learning and development in order to facilitate and improve the instructional process. They should know (a) empirically demonstrated components of effective instruction, (b) alternative instructional methodologies, and (c) how to use communication and interpersonal skills in order to work with others to improve instruction. School psychologists bring a perspective that combines a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities and needs) with a focus on learning (the best available knowledge about how learning occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners).

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge of child and adolescent development?
- To what extent do candidates demonstrate knowledge of human learning?
- In what ways can candidates display knowledge of individual differences, such as human exceptionalities and developmental psychopathology?
- How do candidates demonstrate knowledge of biological foundations of behavior, such as biological bases of development, neuropsychology, physiological psychology, and psychopharmacology?
- How well do candidates demonstrate knowledge of social and cultural bases of behavior, such as cross-cultural research, social development, social and cultural diversity, and social psychology?
- How effectively do candidates demonstrate knowledge and application of learning theory and cognitive strategies related to the instructional process?
- To what extent do candidates demonstrate knowledge of empirically-supported components of effective instruction and alternative instructional methodology?
- To what extent do candidates demonstrate skills in communication and the interpersonal skills necessary to work with school staff and parents to improve instruction?

Standard 18

Educational Foundations

The program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.

Rationale

School psychologists should know how to help schools organize in ways that promote learning and prevent problems. School psychologists should provide leadership in developing schools as safe, caring, inviting places in which there is a sense of community, and where there are high expectations for excellence for all pupils. School psychologists need to share leadership roles in coordinating with other agencies and in forming linkages within the community. Efforts should be made to make schools less independent and more collaborative with parents, social and health agencies, juvenile probation authorities, local businesses, and other community agencies.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways do candidates demonstrate knowledge about the organization and operation of schools, school and community-based resources, as well as alternative service delivery programs?
- How do candidates demonstrate knowledge about how to design and organize programs that promote learning and prevent problems, as applied to individuals, groups, and systems?

- How do candidates demonstrate knowledge about family involvement in education and ways to improve collaboration between parents and educators to enhance pupils' development and achievement?
- To what extent do candidates demonstrate knowledge of cultural issues that impact home-school collaboration?
- In what ways do candidates demonstrate knowledge of various public and private agencies and resources available within the community and how do candidates make use of technology, such as the Internet, that can provide a variety of services and information to pupils and their families?

Standard 19

Legal, Ethical and Professional Foundations

The program provides candidates with the knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

Rationale

School psychology provides a highly relevant contribution to teaching, learning, and child development. The school psychologist's role is increasingly more comprehensive, as reform movements in healthcare, education, and social services converge on providing services in the schools. School psychologists are positioned to deliver psychological services both in the schools and in the broader, emerging context of school, family and community. School psychologists are directly involved in making decisions that reflect the legal rights of pupils and their guardians, and thus must be aware of and adhere to all appropriate ethical, professional, and legal standards when carrying out their professional responsibilities.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree are candidates knowledgeable of the history and foundations of school psychology?
- How do candidates demonstrate knowledge of alternative models for the delivery of school psychological services, emergent technologies, and the roles and functions of the school psychologist?

- When appropriate how do candidates demonstrate ability to adhere to (a) due-process guidelines in all decisions affecting pupils; (b) accepted standards in assessment, consultation, and general professional practice; and (c) all legal requirements, as in response to legal decisions?
- To what extent are candidates knowledgeable of the legal requirements that determine the pupil's rights to and eligibility for special education services and the processes that protect pupil's rights?
- To what extent do candidates demonstrate knowledge of and the ability to participate in the development and implementation of 504 Plans in the school setting?
- In what ways do candidates participate in an ongoing formative process that helps them identify their personal strengths and weaknesses for the purpose of improving the candidates' expertise in the practice of school psychology?
- To what extent are candidates familiar with the content of the codes of ethics and service delivery standards of national (National Association of School Psychologists and American Psychological Association) and state (California Association of School Psychologists) professional organizations?
- To what degree are candidates aware of the many sources and content of laws and regulations and are able to participate in a variety of decision-making activities in the school setting that involve the legal rights of pupils and their parents or guardians?
- How do candidates combine a data-driven model with an ethical decision-making process to resolve problems arising from value conflicts at the individual, group, and organizational levels?
- How do candidates display ability to resolve dilemmas combining a data-driven model with an ethical decision-making process when legal guidelines and ethical codes do not provide explicit guides to problem resolution?

II. Professional Skills and Training

Candidates are involved in a broad array of activities related to the delivery of mental health and educational services to the schools. These services include consultation with teachers, parents, and school personnel about: (a) pupils' learning and development; (b) social, emotional and behavior problems; (c) development and implementation of educational programs on classroom management strategies; (d) parenting skills; (e) substance abuse; (f) teaching and development; (g) assessment of child development and evaluation of pupil progress; (h) direct interventions with pupils and families; and (i) development of solutions to conflicts related to learning and adjustment.

Candidates possess professional skills and training, and effectively integrate personal attributes and experiences with a core knowledge base of the profession (for example, biological and social bases of behavior). These skills and training are a necessary but not a sufficient part of what it means to be a school psychologist. Candidates must also be flexible and capable of personal development in areas such as leadership, ethical conduct, self-awareness, wellness and professional resiliency.

Standard 20

Collaboration and Consultation

Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.

Rationale

School psychologists deliver direct services as well as indirect services. Providing consultation and collaboration services with individuals who work with pupils allows psychological and educational interventions to efficiently reach more pupils. Utilizing skills in collaboration and consultation, school psychologists should be able to listen well, participate in discussions, convey information and work with others at individual, group, and systems levels. They should be able to form partnerships between parents, educators, and the community. School psychologists facilitate development of harmonious school environments that can reduce the divisiveness often found in schools experiencing social or academic difficulties, or both and promote the kinds of principled negotiations necessary to achieve consensus. Strong communication skills are essential in order for school psychologists to clearly present and exchange information with diverse audiences.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge of behavioral, mental health, organizational or collaborative consultation approaches?
- To what extent are candidates provided the opportunity to participate on child study, student study teams, and other school-based and multi-agency teams designed to develop and coordinate programs and services for pupils and their families?
- In what ways do candidates demonstrate skills in presenting and exchanging information with diverse audiences such as parents, teachers, school boards, policy makers, business leaders, and colleagues in a variety of contexts?
- How do candidates demonstrate skills in individual and systems consultation?
- In what ways do candidates demonstrate effective consultation skills with teachers, parents and other professional staff?
- How do candidates display the ability to collaborate with parents and school staff to develop interventions for pupils experiencing difficulty in school?
- How well do candidates facilitate communication and collaboration with pupils and among teams of school personnel, community professionals, agencies, schools and families?
- How do candidates use knowledge of multicultural factors in individual and system levels consultation?
- To what extent do candidates demonstrate knowledge about cultural issues that impact home-school collaboration?
- To what extent do candidates display skills related to problem solving?

Standard 21

Wellness Promotion, Crisis Intervention, and Counseling

Candidates are prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils' development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.

Rationale

Public schools are one of a variety of organizations in each community that serves pupils and their families. Within the school system, school psychologists serve vital roles in the promotion of wellness and the prevention of academic, emotional, and behavioral problems. Given their expertise in typical and atypical child development, school psychologists are called upon to work with individuals in the school and community and at times to help in the aftermath of disasters such as earthquakes or acts of violence. Additionally, pupils and their families often have needs that go beyond the services typically provided through the public school system and need assistance to access services within the community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge about behavioral, academic, and socio-emotional difficulties?
- How do candidates demonstrate knowledge about public and private agencies within communities that provide a variety of services to pupils and their families?
- In what ways do candidates, through their own example, model for others wellness and personal resilience?

- To what extent do candidates demonstrate knowledge of the developmental processes associated with internalizing disorders such as depression, anxiety, and risk of suicide?
- To what extent do candidates demonstrate knowledge of the developmental processes associated with externalizing disorders such as defiance, aggression, and potentially destructive behaviors?
- How do candidates demonstrate leadership skills in coordinating with other agencies and in forming linkages within the community?
- To what extent do candidates display the ability to design and operate programs that promote school-family partnerships to enhance pupils' social and emotional development?
- How well do candidates implement prevention and wellness promotion activities across a broad range of age levels and with a variety of potential problems?
- How well do candidates use direct methods and techniques such as behavioral management and individual and group counseling to improve school performance?
- How well do candidates demonstrate skills in effective counseling and intervention skills to (a) enhance personal development, (b) address socio-emotional problems, and (c) respond to crises?
- To what extent do candidates demonstrate ability to provide individual, small group and classroom-based counseling activities for pupils of different ages, and with different types and degrees of difficulties?
- To what degree do candidates demonstrate skills in working with school personnel, pupils, parents and the general community in the aftermath of crises?

Standard 22

Individual Evaluation and Assessment

Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).

Rationale

School psychologists are responsible for collecting considerable data on individual pupils and educational programs. They do so through evaluation and assessment – a process of observing, interviewing, testing, and reviewing records to collect data for the purposes of making decisions about pupils. School psychologists are needed to provide leadership in identification of instructional environments (school and home), as well as cognitive, emotional, social, and behavioral factors that have a significant impact on school achievement and the development of personal competence. They help in the development of challenging but achievable cognitive, behavioral, and academic goals for all pupils.

The school psychologist plays a key role as a member of an interdisciplinary team process in the evaluation of student needs and in the delivery of services associated with federal and state mandates such as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). It is therefore essential that the school psychologist be able to design effective academic and behavioral interventions to support student participation in the least restrictive setting.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent and how effectively do candidates use and collect data for decision making in individual assessments and in program evaluation?
- How do candidates show that they can use assessment information in order to define, understand, and solve educational problems and to evaluate problem-solving strategies for accountability purposes?
- How well do candidates conduct ecologically valid individual assessments of pupils from preschool through high school in all areas of functioning (cognitive, developmental, psychomotor, academic, social and emotional development.)?
- To what extent do candidates demonstrate skills in making decisions about appropriate interventions based on systematically collected assessment data?
- How do candidates assess the progress of individual pupils to determine the effectiveness of instructional and behavioral interventions?
- To what extent do candidates demonstrate knowledge of and skills in the IEP Team process?
- In what ways do candidates demonstrate knowledge about ecological influences on pupil cognitive, motivational, and social characteristics that affect classroom performance?
- How do candidates use assessment information to evaluate educational interventions and to modify them as needed?
- To what extent do candidates demonstrate skills in conducting functional behavioral assessment?

Standard 23

Program Planning and Evaluation

Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.

Rationale

Data-based decision making and accountability are important in program creation and development and evaluation for groups and systems. As a result of their training, school psychologists are often called upon to plan and evaluate prevention and intervention programs for the developing pupil. School psychologists must possess the knowledge to design curriculum that reflects an understanding of typical developmental tasks. School psychologists are called upon to help create a safe and nurturing school environment for pupils who may otherwise not experience such stable, affirming and positive environments.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge of program evaluation theories and techniques?
- How effectively do candidates know how to gather data on school systems and classroom environments?
- How well do candidates display knowledge about development in social, affective, and adaptive domains and identify and apply sound principles of behavior change within these domains?

- To what extent do candidates demonstrate the ability to help schools create environments that reduce alienation and foster dignity and respect for all members of the school community?
- How effectively do candidates demonstrate skills in designing, conducting, and reporting the results of program evaluations?

Standard 24

Research, Measurement, and Technology

Candidates know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

Rationale

The psychological and educational research literature has much to offer to school practitioners, but the information is not always accessible or easily understood by all school personnel. School psychologists provide leadership and guidance in the school community with their knowledge of current literature on various aspects of education and child development, their ability to translate research into practice, and their understanding of research design and technology. School psychologists serve vital roles in helping various members of the school community gain access to important information about best practices in education.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge about basic principles of research design in education and psychology?
- How proficient are candidates in the use of relevant technology in order to (a) conduct and disseminate research, (b) evaluate pupil progress, and (c) access information?
- How well can candidates locate research data and interpret its meaning to pupils, parents, school, and the community?

III. Experience

Practica and Field experience

Supervised field experience is critical to the training of school psychologists at every stage of their development. Carefully structured and supervised experiences in schools and other appropriate settings allow trainees to observe experienced practitioners, practice initial skill development, and extend their skills. Field experience is also the primary means through which supervisors and more experienced mentors can deliver immediate and direct feedback and coaching essential to the development of professional skill and confidence. Prior to receiving a credential, professional experience and coursework are inextricably linked, and based on an explicit model of anticipated candidate development.

Definition of Terms

Practica (Singular = Practicum). Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory and or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Field experience. The field experience is the culminating experience in the training of a school psychologist. It occurs after successful completion of the practica field experience and near or after successful completion of other program course requirements.

Internship: The culminating field experience is called an “internship” when the candidate is issued an internship credential from the California Commission on Teacher Credentialing and receives a salary for services provided in a district. The types and breadth of activities the candidate obtains in the culminating field experience is the same regardless of whether or not the candidate receives a salary. Internships may be offered collaboratively by universities and school districts for prospective school psychologists. Interns are enrolled in an approved school psychology credential program while they serve under the supervision of experienced credentialed school psychologists from the district AND university trainers. During this one-year to two-year training period, each intern holds an internship credential that is granted by the Commission.

Field Experience Settings. The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete field experiences in three (3) of these four (4) settings. A total of 150 hours is required for the second and third field experience settings when combining all practica and field experiences.

Standard 25

Practica

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools.

Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
3. The supervision and principle responsibility for the practicum experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, practicum supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
4. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. However organized, the experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.
5. All practica experiences are evaluated. Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on-

campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate's progress and the suitability of the various characteristics of the experience.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience. Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience settings combined.

Rationale

Practica experiences are viewed as integral and essential components of professional training in school psychology. They provide opportunities for trainees to gain knowledge and skills most appropriately learned in the field, and to refine skills and clarify knowledge learned as a part of the university training program. Practica experiences must be of sufficient duration and intensity to allow for desired skill acquisition. They must also be provided in settings and under conditions appropriate to program objectives. For example, courses or practica experiences designed to develop candidate skills in the area of individual assessment and educational planning and evaluation should include some school-based practice. This allows candidates to become familiar with such activities as classroom observation, interviewing of teachers and pupils, participation on Student Study and IEP Teams, consultation and intervention planning with parents and school staff, and other activities that only occur in schools.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How are candidates provided a program of individualized and supervised field experiences that gives them the opportunity to practice skills acquired in coursework?

- In what ways are candidates provided the opportunity to observe individual differences in cognitive, social, emotional and physical development by systematically observing pupils in different settings from early childhood through late adolescence?
- How do field experience settings provide candidates the opportunity to become familiar with a wide range of classroom instructional settings designed for pupils from diverse backgrounds and with different abilities from preschool through high school?
- To what extent are candidates provided the opportunity to develop effective interpersonal skills through interactions with pupils, parents, school staff and other professionals working with pupils?
- In what ways do candidates receive regular evaluations regarding their field experience performance from field- and university-based supervisors?
- How do both field supervisors and university supervisors evaluate candidates' readiness to assume the responsibilities involved in being an intern school psychologist?

Standard 26

Culminating Field Experience

During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

Note: This culminating field experience is called an “internship” when the candidate is granted an Internship Credential issued from the California Commission on Teacher Credentialing and receives a salary from a school district.

A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following standards and guidelines:

1. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
2. The field experience must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils.
3. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.
4. Supervision and principle responsibility for the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.

5. A field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist provides intern supervision. The primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate's credential-granting institution and provides experiences that are consistent with the credential-granting institution's training objectives. In those few instances when an appropriate field experience site is located outside of California, the field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.
6. A written plan for the field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), training program supervisory staff. The field experience plan is completed early in the field experience and periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
7. Candidates receive academic credit for the field experience, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district. On-campus course work is reduced in proportion to the demands of the field experience.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience (called "internship" when completed for pay using an Internship Credential). Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience (internship) settings combined.

Rationale

The field experience is critical to the development of well-trained and professional school psychologists. These 1,200 hours of supervised practice are consistent with the *Standards for Training and Field Placement Programs* established by the National Association of School Psychologists and they provide essential experiences that allows the candidate to develop competence, confidence and professional autonomy and identity. Prior to the field experience, candidates learn specific skills that are required for professional practice. During the field experience, the trainee has the opportunity to practice the skills that have been acquired, and learn those professional and interpersonal skills that can more specifically be acquired through on-the-job training. For this reason, a critical and defining characteristic of the field experience is the commitment to complete all 1,200 field experience hours in no more than two academic years. The field experience is an intense and diversified experience, as compared to a practica placements, and requires close supervision.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How consistently do candidates participate in a field experience on a full-time basis over one year, or part-time over two years, accounting for a minimum of 1200 clock hours? [Eight hundred (800) clock hours must be spent in a preschool-to grade 12-school setting providing direct and indirect services to pupils. Four hundred (400) of the 1200 hours is can be completed other appropriate settings and activities as documented by institutional records.]
- How does the school setting(s) for the field experience provide for access to pupils across a broad age range, other pupil personnel services personnel functioning within a team framework, a full range of services for all pupils, and services for those pupils who have both high and low incidence disabilities?
- To what extent has the institution made sure that field experience placements provide a broad and multifaceted experience and provide interns the opportunity to engage in the full range of activities expected of a school psychologist? These activities include but are not limited to:
 - developing and implementing prevention as well as intervention programs for individuals and groups of pupils;
 - consultation (with school staff and parents);
 - counseling, (individual, group, class, and crisis with pupils and parents);
 - screening and assessment;

- coordination of resources, programs;
 - opportunities for interdisciplinary team membership;
 - opportunities to assess the effectiveness of instructional and behavioral interventions for individuals and groups of pupils;
 - opportunities to work with pupils from diverse socioeconomic, ethnic, and cultural backgrounds; and
 - opportunities for professional development (professional conferences and in-service training).
- How specific and clearly written is the candidate’s plan for the field experience, describing the objectives, the evaluation plan and supervisory responsibilities of both field and university personnel?
 - How consistently do interns receive a minimum of two hours of supervision each week (prorated for part-time placements)?

Standard 27

Determination of Candidate Competence

Prior to recommending candidates for a School Psychologist Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?

- To what extent has a systematic summative assessment been completed of the candidates' performance by at least one district supervisor and one institutional supervisor?
- To what extent does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective?

In what manner do individuals responsible for the program, who have access to information on the competence and performance of candidates, use that information to recommend candidates for credentials?

- To what extent does the program seek independent assessment of the knowledge and skills of their graduates, such as through the National School Psychology Examination (Praxis II) as administered by Educational Testing Service (ETS), employer evaluations, or client satisfaction surveys or both?

School Social Work Specialization Standards

Outline

I. Core Knowledge Base and Foundation

Standard	17	Social Work Foundations
Standard	18	Professional Ethics

II. Professional Skills and Training

Standard	19	Wellness and Resiliency Promotion
Standard	20	Direct Learning Support Services
Standard	21	System Level Learning Support Services
Standard	22	Pupil, Family, Faculty and Community Linkages and Partnerships
Standard	23	Research

III. Field Experience

Standard	24	Field Experience
Standard	25	Determination of Candidate Competence

I. Core Knowledge Base and Foundation

In order to achieve positive educational outcomes for pupils in California schools, the complexities of the educational tasks need to be addressed in a comprehensive fashion. School social workers are school-based mental health professionals that understand the need for a comprehensive and holistic approach to the many issues implicated in pupil success. School social workers have a solid knowledge base in child and youth bio-psychosocial and intellectual development. They are prepared to work with school staffs in a collaborative team role. They also have knowledge and skills in building partnerships with pupils' families, as well as with community resources and agencies offering the services families may need in order to support their children's educational and personal development. Additionally, cultural competency of a very high order is necessary as part of their professional preparation. School social workers are prepared to weave all the above elements together in support of the education of all the pupils.

Standard 17

Social Work Foundations

In addition to the generic standards required of all members of the Pupil Personnel Services (PPS) team, the preparation program provides candidates with a strong foundation in the knowledge base of social work. There is a special emphasis on school social work, in order to support the full development of pupils, their schools, the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils' success.

Rationale

School social workers serve as representatives of the discipline of social work in schools. This discipline links all the components of a pupil's life into a support partnership with pupils at the core. School social workers are trained to work as members of school and community teams serving pupils. The quality of the preparation programs for school social workers is embedded in the national standards of the accrediting body of the profession, the Council on Social Work Education, (CSWE), which sets standards for all graduate social work programs culminating in the Master's Degree in Social Work (MSW). CSWE sets standards in areas including, but not limited to, Promotion of Social and Economic Justice, Populations-at-Risk, and Social Welfare and Policy. The National Association of Social Workers (NASW), the profession's largest membership organization, has established a document on school social work standards as well as a code of ethics that all professional social workers are expected to meet and observe.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does the program provide candidates with the knowledge and understanding of the role and function of the school social workers?
- How do candidates demonstrate an understanding of the ways to link the resources of community service organizations to develop partnerships to meet the shared goal of pupils' success?

Standard 18

Professional Ethics

Candidates demonstrate the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services. Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.

Rationale

Critical life situations of families and children, the cultural imperatives of a diverse society, and other requirements all have the potential to create value conflicts and dilemmas for practitioners. The National Association of Social Workers has developed a Code of Ethics and a set of standards specific to school social workers that establishes a set of standards that guide professional social workers in their practice with all clients.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate knowledge and understanding of the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services as it applies to school social work practice?
- To what extent do candidates demonstrate knowledge and understanding of the differences in professional ethics and practice perspectives among and within the professional groups serving pupils in schools and community settings?
- How do candidates demonstrate skill in applying the NASW Code of Ethics and Standards for School Social Work Services to school-site situations?
- How do candidates demonstrate skill in identifying potential ethical and value conflicts between the professions, as these may be evident in specific situations concerning pupils?
- In what ways do candidates demonstrate skill in resolving potential conflicts that arise from issues, such as confidentiality, of the various professions serving pupils and their families?

II. Professional Skills and Training

The personal and professional integration of the school social work practitioner is achieved through a developmental process that culminates in a beginning professional identity as a school social worker. Through the course work and field experience the conceptual foundations evolve into skills in the key areas of utilization of clients assets and strengths, understanding the person in the context of his or her social environment, and the ability to coordinate, access and develop services and programs both within the school and broader community. School social workers apply these skills with the individual, the family, the school, the larger school system, and the community. They advocate at every level for the creation of programs that support strength-based positive development and build resiliency in the clients served.

Standard 19

Wellness and Resiliency Promotion

Candidates demonstrate the ability to promote healthy emotional development and resiliency of pupils by designing, implementing and evaluating services and programs at the individual, group, and institutional level. These programs and services are designed for pupils, staff, families, and communities to maximize educational, social and promotional outcomes.

Rationale

By understanding the theories of resiliency and recognizing the strengths and abilities that children and families possess, school social workers are better able to develop prevention and early intervention efforts. School social work candidates must work towards designing, implementing and evaluating services and programs that increase the number of protective factors and promote growth experiences within a child's life that lead to personal and social responsibility and academic success.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate an understanding of the principles of child and youth development, resiliency, and family support within the context of a comprehensive health and wellness model?
- In what ways do candidates demonstrate the ability to assess the strengths and assets found in pupils' homes, the school setting, and in the community?

- How well do candidates demonstrate the ability to recognize the precursors of dysfunctional behaviors such as a sudden drop in grades or school attendance?
- To what extent do candidates demonstrate the ability to conceptualize and plan prevention, direct intervention services, and crisis intervention programs in the natural environments of children and youth, including the school setting, the home, and the community?
- To what extent do candidates understand the impact of the school setting and culture as they pertain to enhancing youth development and promoting academic success and resiliency in the pupil population?

Standard 20

Direct Learning Support Services

Candidates demonstrate the ability to perform culturally competent, bio-psychosocial assessments of pupils, their families, and their social and school environments. Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members. Candidates understand and use the basic methods of social work intervention, which may include counseling, crisis intervention, casework, group work, community organizing, consultation, case management, family therapy, and effective educational strategies.

Rationale

School social work candidates must possess the ability to assess the cognitive, emotional, psychological and social needs of pupils and their families in order to promote positive academic, social, and emotional outcomes for pupils, their families, and the school community. School social work candidates must be able to develop intervention strategies using a wide array of individual, family, group, and community level methods.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate knowledge and understanding of normal and abnormal child, adult, family and community development including variations related to culture, ethnicity, class, and ability differences?
- To what degree do candidates demonstrate the ability to assess the operation and interaction of key social systems in a child's life including the home, classroom, school, peer group, neighborhood, significant institutions and community at large?
- To what extent do candidates demonstrate knowledge and understanding of the developmental impacts of life-changing events and conditions such as poverty, abuse, neglect, changing family constellations, domestic violence, loss, and family conflict?
- In what ways do candidates demonstrate knowledge of and skills in the different

techniques of interviewing children, adolescents, and adults to clarify problems and to elicit their participation in problem-solving activities?

- How do candidates demonstrate skill in utilizing appropriate social work methods with pupils, groups of pupils, parents, and others to make proper definitions of problems, conduct comprehensive assessments, and then develop strategies, and implement appropriate action plans for pupils and their families?
- To what degree do candidates demonstrate skill in interpreting pupils' developmental and educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school resources and community-based services?
- To what extent do candidates understand the importance of the principles underlying case management practices?
- To what degree do candidates demonstrate knowledge and understanding of follow-up procedures as an integral part of a coordinated case plan?
- How do candidates demonstrate the ability to design and implement treatment plans, support services, and conduct activity groups that meet client needs in a developmentally and culturally appropriate manner and integrate effectively into the school environment?

Standard 21

System Level Learning Support Services

Candidates demonstrate the ability to assess, design, advocate for, and deliver direct and indirect services to affect culturally sensitive educational outcomes at the systemic level. These activities are based on knowledge of the mission and function of the school, school district and community, and how these systemic factors contribute to learning outcomes in both positive and negative ways.

Rationale

To fully understand the context in which learning occurs, school social workers must have knowledge of how systems are developed and operate. School social workers must be able to evaluate how institutions and systems impact a child's ability to learn.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate skills in understanding the school as an organizational system interacting with the community?
- To what degree do candidates demonstrate knowledge and understanding of school structure, school climate, roles, rules, lines of authority, traditions, program options, leadership styles, and the formal and informal decision making process that contribute to learning outcomes in both positive and negative ways?
- To what extent do candidates demonstrate knowledge of and skills in identifying community or neighborhood environments, sources of conflict and support, available resources, and identification of community leaders that affect the school site and its programs?
- How do candidates demonstrate knowledge of and skills in identifying public and community organizations and their resources related to income maintenance, employment development and security, housing, health and nutrition, mental health, family planning, juvenile justice, family and child welfare, and the developmentally disabled?

- In what ways do candidates demonstrate the ability to develop needed services and programs that are both culturally and gender sensitive?
- How do candidates demonstrate the ability to work at both the site and district levels to identify a sustainable, predictable, culturally sensitive network for collaboration and referral?
- How do candidates demonstrate the ability to respond to issues including but not limited to student isolation, truancy and dropout, school safety, alcohol and drug use, school violence, as well as to advocate for policy and priority shifts to address these concerns?
- How do candidates demonstrate knowledge and understanding of systems that would include the governance structures of public education and its impact on funding, regulatory policies, procedures and programs, particularly relating to pupil welfare and attendance requirements, student eligibility for special education services, and the rights and obligations of schools, parents and pupils?
- In what ways do candidates demonstrate knowledge of the impact that local institutions such as health, mental health, law enforcement, social services, juvenile justice, and recreation and parks have on the learning outcomes to pupils?

Standard 22

Pupil, Family, Faculty and Community Linkages and Partnerships

Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community. Candidates demonstrate the ability to advocate for and partner with a wide range of service integration efforts and providers to enhance pupils' ability to define, work toward and reach their full academic and personal potential.

Rationale

The increase in the number of Full Service Schools, Healthy Start Schools, and other school and community partnerships underscores the importance for school social work candidates to become professionally competent in creating and maintaining partnerships with pupils, their families, school faculty and staff, and community organizations. These models use innovative service delivery methods to support pupils and their families.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate the knowledge and skill to implement assets mapping focused on community linkages and partnerships?
- To what extent do candidates demonstrate knowledge and skills in working within an interdisciplinary, inter-organizational, and multicultural context, which includes techniques and methods such as, asset mapping, facilitation, collaboration, consultation, and team and organizational development?
- To what degree do candidates demonstrate knowledge and skills in contributing to the development of policies and procedures that maximize all potential levels of family involvement and partnerships, including community development efforts, in which schools are partners?
- How do candidates demonstrate the ability to use tools such as communication skills,

facilitation skills, collaborative and team-building skills, and consultation skills in cases, classrooms, schools, districts and community agency inter-organizational levels, to maximize outcomes for pupils, schools, families and communities?

- To what extent are candidates familiar with inter-organizational services access issues, including barriers to access, and the skills needed to address such issues?
- To what extent are candidates familiar with the resources available in the community and are able to document gaps between which services currently exist and what services are needed? Also, how well prepared are candidates to join with others in addressing these gaps through a variety of approaches such as developing and joining collaboratives and task forces to bring attention to the service gaps and work towards overcoming them?
- How do candidates demonstrate knowledge and skills in carrying out joint efforts across schools, agencies and communities in support of finding common ground, developing a shared vision and language and shaping community-anchored service delivery approaches?
- To what extent do candidates demonstrate the ability to link schools, agencies, and communities to better serve pupils and families?

Standard 23

Research

Candidates demonstrate knowledge of and skills in completing the essential steps and processes of research, with particular attention to: problem formulation based on theory and previous research, issues related to assessment and measurement, the logic of research design, data collection and analysis, and the appropriate interpretation of the results upon which the conclusions are based. Candidates demonstrate the ability to access and critically analyze research related to schools and communities.

Rationale

It is essential that school service programs be based upon knowledge that has been developed and refined through multiple scientific methods. School social workers should have the understanding and skills necessary to conduct research in school and community settings, in order to improve their own practice and for the general delivery of services.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How do candidates demonstrate knowledge and understanding of relevant findings of social research, particularly as these relate to school and community issues and the diverse needs of those pupils and families who experience school differently than others because of culture, ethnicity, socioeconomic status, gender, sexual orientation, age, disability, national origin, or immigration status?
- In what ways do candidates demonstrate skill in designing and conducting studies, and writing proposals that include a needs assessment, program development, and evaluation of the practice or program?
- How adequately do candidates demonstrate an understanding of various qualitative and quantitative methods in research, that are used in program design and evaluation that work to minimize various types of bias?
- How thoroughly do candidates demonstrate an understanding of how design decisions and study constraints limit the conclusions that can be drawn from a particular research or evaluative study?

- In what ways do candidates demonstrate an understanding of the strengths and weaknesses of various research methodologies including but not limited to case studies, ethnographies, surveys, and quasi-experimental and experimental studies?
- How well do candidates demonstrate an understanding of and skills in the appropriate use of descriptive and inferential statistical techniques?
- In what ways do candidates demonstrate an understanding of the issues related to assessment and measurement including the numerous types of reliability and validity?

III. Field Experience

Field experience is a hallmark of social work education. The learning contracts developed between the universities and field placements formalize expectations and ensure that the experience will build competencies based on the standards within the credential candidate. There is a strong emphasis put on the integration of the field experience and academic coursework. All graduate programs require supervision by an experienced credential holder. Supervisors serve as a role model in the field setting and nurture the development of autonomy through careful monitoring.

Standard 24

Field Experience

Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school-based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.

If candidates are working toward the acquisition of the Child Welfare and Attendance Credential, 150 additional clock hours of field experience are required as part of the total field experience requirement. Ninety (90) of these hours must be completed in a school setting in direct contact with pupils and a minimum of 30 up to a maximum of 60 must be acquired in a setting that is outside the field of education. See Standard 7 of Child Welfare and Attendance standards for reference.

Rationale

Social work training is based on a concurrent field experience model that exposes candidates to classroom theory and practical hands-on learning experiences in the field. The field experience assures that candidates blend the knowledge derived from academic course work in human behavior, counseling and other intervention methods, policy and laws, research, and program development with experiences in school based practice settings. In order for candidates to develop professional practice skills, school social work training programs must provide: (1) sufficient time for candidates to develop practice skills; (2) competent supervision (by a credentialed practitioner) and field instruction on a regular weekly basis; (3) a range of learning experiences for candidates to understand the similarities and differences of working with pupils of different ages, cultures, ethnic backgrounds, socioeconomic backgrounds, and national origins and with a variety of problem situations; and (4) a method of evaluating candidates' progress in the field.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- In what ways do candidates demonstrate skill in developing and using the social work relationship to effect change consistent with social work purposes and assessed needs of pupils and their families?
- To what degree do candidates demonstrate skill in integrating the knowledge and skills described in both the Pupil Personnel Services Generic and School Social Work Standards?
- In what ways do candidates demonstrate skill in conducting appropriate bio-psychosocial assessments of pupils and families, including the identification of school and community factors that inhibit the student's progress in learning?
 - How do candidates demonstrate skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources to meet the needs of pupils, their families, and the school community?
- To what degree do candidates demonstrate skill in developing collaborative working relationships with school staff and other professionals within the school and the community at-large?
- How do candidates demonstrate skill in working effectively within the policies and procedures of the school site to advocate on behalf of pupils, their families, and school staff?
- In what ways do candidates demonstrate skill in effectively utilizing supervision for further professional growth and development and to understand the principles of supervision?
 - How do candidates demonstrate skill in identifying barriers in the school and community that affect student learning, and how do they collect relevant data that may lead to the development of programs or activities to promote student success?
 - To what degree do candidates demonstrate skill in working effectively within the code of ethics of the social work profession at each school site and within the community?

Standard 25

Determination of Candidate Competence

Prior to recommending candidates for a School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of beginning professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?
- How consistently has a systematic summative assessment been completed of candidates' performance by at least one credentialed school social work supervisor and one institutional social work faculty?
- How clearly does the assessment encompass the skills and knowledge necessary for professional competence, and is the assessment based on documented procedures or instruments that are clear, fair, and effective?
- In what manner do individuals responsible for the program, who have access to information on the competence and performance of candidates, use that information to recommend candidates for credentials?

Child Welfare & Attendance Specialization Standards

Child Welfare and Attendance Specialization is a supplemental authorization which requires that a credential candidate either holds one of the three PPS credentials or is concurrently enrolled in one of the three PPS credential programs.

Outline

I. Core Knowledge Base and Foundation

- Standard 1 Professional Role of Child Welfare and Attendance Supervisors
- Standard 2 Laws Pertaining to Child Welfare and Attendance

II. Professional Skills and Training

- Standard 3 Program Leadership and Management
- Standard 4 Collaboration and Partnerships
- Standard 5 School Culture and Related Systems
- Standard 6 Assessment and Evaluation of Barriers to Student Learning

III. Field Experience

- Standard 7 Field Experience and Supervision of Child Welfare and Attendance Supervisors
- Standard 8 Determination of Candidate Competence

Core Knowledge Base and Foundation

Child Welfare and Attendance professionals are skilled “trouble-shooters” in correcting Average Daily Attendance (ADA) “leaks.” Concerns and problem areas can be targeted by examining attendance policies, procedures, records, and programs. Once problems are known pertinent solutions can be suggested. Because of the many fine points of law and procedures associated with building maximum levels of school attendance, the Child Welfare and Attendance specialist is needed to make corrective efforts. The CWA usually access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations. CWA programs cover the professional role of CWA, Laws Pertaining to CWA, Program leadership and management, collaboration and partnerships, school culture and related systems, assessment and evaluation of barriers to student learning, field experiences and supervision.

Standard 1

Professional Role of Child Welfare and Attendance Provider

The program provides candidates with knowledge and understanding of the history, philosophy and trends in Child Welfare and Attendance (CWA) Programs, particularly as they relate to the professional role of the CWA Supervisor as a student advocate.

Rationale

Child Welfare and Attendance professionals serve as advocates for all pupils, with special emphasis on at-risk and under-achieving youth. Candidates should have a firm understanding of the laws related to youth and the policies and practices of effective CWA programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the program provide candidates with the knowledge of history, philosophy and trends related to child welfare and attendance?
- To what extent does the program provide candidates with the knowledge and ability to advocate for at-risk and under-achieving youth?

Standard 2

Laws Pertaining to Child Welfare And Attendance

Candidates demonstrate knowledge and application of laws related to child welfare and attendance as found in the California Education Code, California Code of Regulations, Title 5, Welfare & Institutions Code, Penal Code, local and civil ordinances and relevant federal and state laws relating to pupil records, confidentiality, the custody, registration, attendance and education of minors, including suspension, expulsion and due process.

Rationale

In order to insure compliance with California compulsory attendance laws and the rights of minors, candidates must have a broad knowledge of legal enablements and constraints.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate knowledge, understanding and ability to apply laws related to child welfare and attendance, such as student discipline proceedings, due process, pupil records, confidentiality, custody, compulsory school attendance, child abuse reporting and child protection?
- How well do candidates demonstrate knowledge, understanding and ability to apply state and federal laws pertaining to all residency and alternative enrollment options and custody situations including foster care, adoption issues, and individual, group and institutional placements?
- To what extent do candidates demonstrate knowledge and understanding of the legislative process as it relates to pupil personnel services, such as impact of legislation on day-to-day operations and analysis of legislation?
- In what ways do candidates demonstrate knowledge and understanding of the ability to monitor district compliance with state and federal mandates on matters pertaining to child welfare and attendance?
- How clearly do candidates demonstrate knowledge of laws related to due process and the appropriate use of severance of school attendance?

- To what degree do candidates demonstrate the appropriate use of legal alternatives to regular California public school attendance in discipline proceedings?
- To what extent do candidates demonstrate knowledge and understanding of promotion and retention policies, high school graduation requirements and minimum day attendance requirements?

Professional Skills and Training

Standard 3

Program Leadership and Management

Candidates demonstrate skills applicable to leadership and management of child welfare and attendance programs, including the knowledge and understanding of the development of program goals and management objectives, establishment of communication systems, identification of funding resources, case management procedures and measurement of outcomes.

Rationale

Child welfare and attendance specialists are educational leaders and function as managers and change agents. Therefore, in order to effectively manage and create change, candidates must develop skills in several areas, including: leadership, management and supervision; collaboration and coordination; policy and program development; program accountability and evaluation and technology.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well do candidates demonstrate an understanding of funding resources related to Child Welfare and Attendance (CWA) programs?
- To what degree do candidates demonstrate an understanding of and the ability to apply research and evaluation methodology related to CWA performance and outcomes?
- How thoroughly do candidates understand the use of technology and information systems related to CWA?
- In what manner do candidates demonstrate an understanding of issues related to school safety, including crisis preparedness, safety planning, crisis team leadership, participation and personal safety?
- How adequately do candidates understand program development and oversight functions related to CWA such as: multi-discipline teams, collaborative partnerships, School Attendance Review Boards (SARB), Student Attendance Review Teams

(SART), Student Study Teams (SST), and case management and delivery of adjunctive services?

- How clearly do candidates understand attendance policies and attendance accounting systems, including district and state rules and regulations?
- How well do candidates demonstrate an understanding of the role of leadership, management and supervision in collaboration and coordination, especially with multiple agencies and community members related to school safety and attendance?

Standard 4

Collaboration and Partnerships

Candidates demonstrate knowledge and skills related to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with education organizations, juvenile justice courts, law enforcement, general and mental health agencies, probation and children and family services.

Rationale

Knowledge and skills in collaboration and referral to various agencies and individuals are essential to success as supervisors of child welfare and attendance.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what degree do candidates understand team building, facilitation, consensus building, working with diverse groups and writing Memoranda of Understanding (MOU's) and contracts?
- How do candidates demonstrate an understanding of developing and sustaining learning and support systems that include elements such as Healthy Start, family resource centers, health clinics, parent centers, tutoring centers and mentoring?
- How thoroughly do candidates understand health and human services resource mapping?
- How effectively do candidates demonstrate an understanding of connecting youth and families to services and the empowerment of clients to maximize utilization of services?

Standard 5

School Culture and Related Systems

Candidates understand the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor.

Rationale

In order for child welfare and attendance supervisors to be professional and effective in their role, they need to understand the organizational culture and the politics of the school, community and related systems.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate an understanding of the various advocacy roles of the CWA professional, including student, parent and professional advocacy?
- How clearly do candidates understand the school system organization and governance structure and the role CWA plays within the structure?
- How well do candidates understand the role of professional organizations including national, state and local organizations?
- How do candidates demonstrate an understanding of the strategies for advocating for CWA services and programs?

Standard 6

Assessment and Evaluation of Barriers For Underachieving Learners

Candidates demonstrate knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors, that facilitate an environment for underachievement or school failure. Candidates also demonstrate understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting. Among the various alternatives might include the GED, California High School Proficiency Examination, adult education, employment preparation, continuation schools, opportunity classes, community day centers, County Alternative Education Programs, independent study programs, special education programs, pregnant minor programs, parenting programs, Regional Occupational Programs and Centers, charter schools, summer school and community college.

Rationale

A primary function of the child welfare and attendance supervisor is to provide programs and services to remove barriers to learning and provide access to achievement for at-risk and under-achieving youth. A large portion of the child welfare and attendance supervisor's time is spent with at-risk youth. In order to provide the most effective services for this population, CWA providers must be knowledgeable of the various programs and other options available for youth who are not progressing through the regular school system. A concerted effort must be made to reach these youth and to get them back into the main system.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates demonstrate an understanding of and an ability to work with various at-risk populations such as youth in out-of-home placement, pregnant and teen parents, homeless youth, dropouts, potential dropouts, delinquent youth, special education, disabled and expelled youth?
- How well do candidates understand conflict mediation and resolution and peer mediation methodologies that can be used to remove learning barriers?

- How adequately do candidates demonstrate knowledge of and the ability to facilitate staff development programs on issues pertaining to at-risk pupils and CWA?
- How well do candidates demonstrate an understanding of dropout prevention and attendance improvement practices?
- How thoroughly do candidates understand the critical dimensions involved in conducting successful home visitations including home assessment, triage (establishing priorities in crisis situations), strategies for personal safety, and culturally competent counseling with special consideration for race and poverty?
- In what ways do candidates demonstrate an understanding of parental involvement and parenting skills and their application and inclusion in CWA and educational issues?
- In what ways do candidates demonstrate knowledge of and the ability to identify health related resources and link them to student and family needs?
- How effectively do candidates demonstrate an understanding of strategies for involvement of parents of at-risk pupils in a linguistic and culturally competent manner with special consideration for race and poverty?

Field Experience

Standard 7

Field Experience of Child Welfare and Attendance Supervisors

In addition to the requirements contained in Title 5, Sections 80632.1, 80632.2 (school counseling), 80632.3 (school social work), or 80632.4 (school psychology), candidates complete a minimum of one hundred fifty (150) clock hours of field experience, under the supervision of a Pupil Personnel Services (PPS) Credential holder.

A minimum of 90 clock hours are in a school setting in direct contact with pupils. A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the university supervisor.

Rationale

Supervised field experience in the application of laws pertaining to attendance and the rights of minors enables the child welfare and attendance specialist to develop competence, confidence and professional autonomy.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent do candidates complete a broad variety of supervised field experiences related to the use of the California school attendance laws?
- How adequately do candidates complete supervised field experiences, related to parent and pupil rights, regarding education and attendance?
- How successfully do candidates demonstrate completion of supervised field experiences, related to the assessment of symptoms of poor school attendance and the improvement of attendance patterns?
- In what ways do candidates demonstrate completion of supervised field experiences, in the appropriate use of alternatives to regular school attendance?

- How clearly do candidates demonstrate, through supervised field experiences, the ability to interpret California and federal child labor laws so that the pupils' parents and school officials may understand for the purpose of complying with existing laws?
- How effectively do candidates demonstrate, through supervised field experience, the ability to interpret child custody laws to school personnel, pupils, parents and guardians?
- How thoroughly do candidates demonstrate, through supervised field experience, an ability to recognize a child abuse situation and report it through proper channels to the appropriate authorities?
- In what ways do candidates demonstrate, through supervised field experiences, the ability to form meaningful and helpful relationships with clients and co-workers?
- To what degree do candidates demonstrate, through supervised field experiences, appropriate use of the referral process, as related to the use of community resources?

Standard 8

Determination of Candidate Competence

Prior to recommending candidates for a Child Welfare and Attendance Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent does the program have effective procedures to track and monitor candidate completion of credential requirements and all competency standards?
- How consistently has a systematic summative assessment been completed of candidates' performance by at least one district supervisor and one institutional supervisor?
- How clearly does the assessment encompass the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective?
- In what manner do individuals responsible for the program, who have access to information on the competence and performance of candidates, use that information to recommend candidates for credentials?

Pupil Personnel Services Advisory Panel Recommendations to the California Commission on Teacher Credentialing

The Commission's advisory panel recommended and the Commission approved the following changes in requirements for the Pupil Personnel Services Credential at the Commission's October 2000 meeting:

- Change the number of semester credit hours for the School Counseling Credential from a minimum of 30 semester hours to a minimum of 48 semester hours. Change the number of field experience hours for the School Counseling Credential from a minimum 450 clock hours to a minimum 600 clock hours.
- Change the number of field experience hours for the School Psychology Credential from a minimum 540 clock hours to a minimum 450 clock hours of practica prior to field experience and a minimum 1200 clock hours of field experience.
- Change the number of field experience hours for the School Social Work Credential from a minimum 450 clock hours to a minimum 1000 clock hours.
- Change the number of field experience hours for the Child Welfare and Attendance Credential from a minimum 90 clock hours to a minimum 150 clock hours.
- Require the School Psychology Internship Credential if school psychology credential candidates are seeking to be paid during their field experience.
- Add the following to Common Standard 3 for PPS Credential Programs:
 - (a) "Each faculty member who teaches one or more specialized school related courses in a PPS program shall demonstrate active participation in Pre-K-12 schools appropriate to his or her service credential. This participation should be sufficient to enable demonstration of faculty currency in the state of professional practice and an understanding of current issues facing the schools."
 - (b) "Faculty members who teach and supervise field experience in the program have appropriate academic preparation and at least two years of successful experience as a PPS provider, or service provider in a related field, and possess current knowledge in the field in which they teach. The institution attempts to recruit faculty that represent the diverse population of California pupils."

Acknowledgements

Contributions from volunteers for the development of standards and other PPS policies

The California Commission on Teacher Credentialing gratefully acknowledge the significant contributions of a number of people. The Commitment shown by members of the advisory panel is monumental. In addition to pairing up to coordinate focus group meetings throughout the state from sun up to sun down, and participating in structured interviews and regional feedback sessions, they also attended two-day meetings just about every month for twenty-two months to digest the research and draft language for the standards and other recommended changes for pupil personnel services.

One other person to be commended who served on the PPS Advisory Panel for several months, but had to resign because of a change in assignment was Emily Nahat, Comprehensive School Health Programs Manager for the California Department of Education.

• School Psychology Task Group

When Assembly Bill AB-3188 was signed into law in 1996, it directed the Commission to consider adopting regulations to enhance the requirements for a school psychology credential. The Commission staff convened a group of school psychologists and school psychologist educators to deliberate on this matter. After five monthly meetings the group developed draft specialization standards. From there, the Commission decided to appoint an advisory panel to review all Pupil Personnel Services Credential standards, including the school psychology standards. These draft specialization standards were transmitted to the advisory panel. The Commission is grateful to the following task group members: Brent Duncan, School Psychology Educator, Humboldt State University; Jackie Hamilton, School Psychologist, El Dorado Unified School District, Placerville; Linda Webster, School Psychology Educator, University of the Pacific, Stockton; Margaret Garcia, School Psychology Educator, California State University, Los Angeles; and three members of the PPS Advisory Panel Dale Matson, School Psychology Educator; Alnita Rittig Dunn, School Psychologist, Los Angeles Unified School District and Lee Huff, School Psychologist, Huntington Beach Union High School District,

• Professional Forum Participants

A two-day professional forum was held in July 1998, in Sacramento to initiate the PPS review with twenty highly acclaimed experts in the field of pupil services in CA and nationally. The results of this forum provided an extensive background of current research and recent state and national trends in pupil services. The Commission is grateful to the following people who participated in the forum: C. D. "Curley" Johnson, Counselor Educator, California State University, Los Angeles; Carol Robinson-Zanartu, School Psychology Educator, San Diego State University; David Holmboe, Coordinator,

Child Welfare and Attendance, Newbury Park High School; Edith Freeman, Social Worker Educator, University of Kansas; Frances Caple, Associate Dean, School of Social Work, University of Southern California; George Batsche, School Psychology Educator, University of South Florida; Hector Madrigal, Pupil Services Director, Los Angeles Unified School District; Howard Adelman, School Mental Health Project Director, University of California, Los Angeles; Joann Richardson, School Counselor, Hiram Johnson High School, Sacramento; John Gilroy, Legal Council, California Department of Education; John Pares Di Cecco, Health and Human Services Coordinator, Los Angeles Unified School District; Julian Weaver, Assistant Superintendent, San Bernardino County Office of Education; Lonnie Rowell, Counselor Educator, University of San Diego; Margaret Garcia, School Psychology Educator, California State University, Los Angeles; Marianne Pennikamp, School Social Worker Educator, Retired; Milton Wilson, Consultant, California Department of Education; Patricia Henderson, Director of Guidance, Northside Independence School District, San Antonio, Texas; Patricia Martin, Senior Program Manager, Education Trust, Washington, D.C.; Robert Brazil, Representative of California Association of Supervisors of Child Welfare and Attendance; and Tad Kitada, Prevention Services Coordinator, Placer County Office of Education, Auburn.

- **School Social Work Specialization Task Group**

Because there were only four school social work specialists on the Pupil Personnel Services Advisory Panel, there was a need to include several other specialists in discussions concerning the school social worker specialization. The Commission is grateful to the following school social work specialization task group members: Marianne Pennekamp, School Social Work Educator, retired; Bart Grossman, School Social Work Educator, University of California, Berkeley; Tad Kitada, Prevention Services Director, Placer County Office of Education, Auburn; Karen Cancino, Co-chair, School Social Work Council of the National Association of Social Workers, California Chapter; Santos Torres, School Social Worker Educator, California State University, Sacramento; Howard Blonsky, School Social Worker, San Francisco Unified School District; Simon Dominguez, Associate Dean, College of Social Work, San Jose State University.

- **Child Welfare and Attendance Specialization Task Group**

Because there were only two child welfare and attendance representatives on the Pupil Personnel Services Advisory Panel, there was a need to include other specialists in the discussions. The Commission is grateful to the following people who served on a specialization task group: David Holmboe, Child Welfare and Attendance Coordinator, Westlake High School, Westlake Village; Hector Madrigal, Pupil Services Director, Los Angeles Unified School District; Tad Kitada, Prevention Services Director, Placer County Office of Education, Auburn; and Lorraine Kobett, Student Support Services Consultant, Los Angeles County Office of Education. The Commission is also grateful to two people who served briefly on the Pupil Personnel Services Advisory Panel representing child welfare and attendance, but because of a change in jobs had to resign. John Burton, Pupil

Personnel Services Program Manager for San Bernardino County Office of Education and Shirley Kesterke, Interim Director of Pupil Services Fremont Unified School District served admirably.

- **Others who contributed**

The Commission is grateful to the literally thousands of individuals who participated in pupil personnel services focus groups, structured interviews, regional feedback meetings and those who returned survey questionnaires. We are thankful to the California Department of Education for providing listings of Healthy Start and Early Mental Health Directors and for providing other needed materials and data.

The professional organizations deserve our gratitude, including the American Counselors Association, American School Counselors Association, Association of Counselor Educators and Supervisors, National Association of School Psychologists, National Association of Social Workers, California Association of Counseling and Development, California Association of School Counselors, California Association of Counselor Educators and Supervisors, California Association of School Psychologists, School Social Work Council of the National Association of Social Workers, California Chapter, California Association of Supervisors of Child Welfare and Attendance, California School Boards Association, California Parent Teachers Association, California Federation of Teachers, California Teachers Association, California School Nurses Organization and the Association of California School Administrators. A special thanks goes to the thirteen county offices of education and school district personnel and the university personnel who identified free meeting facility spaces in addition to assisting Commission staff in setting up the focus group meetings, structured interviews and regional feedback meetings, and in many cases providing free refreshments to participants. The Commission is also grateful to its counterparts in the other 49 states who returned our surveys and sent other materials about their pupil services offerings and requirements. This allowed the panel to see what every other state is doing in the area of educational support.

Historical Background

The previous requirements for Pupil Personnel Services Credentials (1991) were established in the Education Code by the same legislation that established the Commission as an autonomous standards board in 1970 (the Ryan Act). A few years later, two important initiatives sought to improve Pupil Personnel Services Credential Programs. First, in 1975, the authors of a report entitled *Lost in the Shuffle* were critical of the numbers of students who were not being reached, and recommended many changes including new credential standards for school counselors. This publication prompted the California Assembly Sub-Committee on Education Reform to establish a task force to look into the matter. The *Report of the Statewide Task Force on School Counseling* came out in 1979 and recommended that the Commission (1) review all PPS credential requirements, (2) propose a plan for the certification of competence by para-professional guidance staff, (3) improve procedures for evaluating the quality of Pupil Personnel Service Credential Programs, and (4) examine the advisability of establishing renewal requirements for certificated counselors.

In 1979 the Commission responded by appointing an advisory panel that worked on the implementation of the four policy recommendations. As a product of the panel's work, the Commission adopted Administrative Regulations to govern the preparation and certification of all specialists in pupil personnel services. At the conclusion of this effort, in August 1985, the Commission's staff developed a *Guiding Philosophy for Professional Program Design for Pupil Personnel Services*. This was to clarify the Administrative Regulation which was previously adopted by the Commission. In summary, this statement was as follows:

In 1989, the Commission appointed an advisory panel to review the pupil personnel services guidelines and to develop standards of quality and effectiveness for pupil personnel services programs. The Commission adopted the standards and made other changes in PPS credential programs in 1991. These changes included an increase in the number of field experience hours, and an expansion of the defined areas of competence, including supervision, program coordination and a stronger emphasis on consultation. The Commission also adopted clearer distinctions among the PPS specializations in 1991. For example, the Commission decided that the School Counseling Credential would no longer be a prerequisite for earning the School Psychology Credential. Similarly, the authorization of the School Social Work Credential no longer included service as a school counselor, and the Commission adopted very specific competencies for the Child Welfare and Attendance Credential. These are the standards that are currently in force.

Pupil Personnel Services Credential Overview

School counselors, psychologists, social workers and attendance specialists share some common training (generic competencies shared by all PPS providers) and areas of responsibility pertaining to the personal and educational development of students. At the same time, each group of specialists has a distinct, primary function in the school. Pupil personnel professionals will acquire common and unique knowledge and skills in their chosen area of specialization. However, the principal emphasis should be helping each pupil to be successful in school. All programs should be designed in concert with the educational views of other members of the school staff and community: teachers, administrators, parents and key social agencies.

In order to achieve greater depth of preparation in the distinct PPS specializations that are set forth in the Commission requirements, and concurrently to facilitate understanding and the cooperative interaction between the several PPS specializations, all programs consist of the following two major components: (1) a generic core, which gives emphasis to common PPS concepts, terminology, methods and interdisciplinary support, and (2) one, two or three advanced specializations in the areas of school counseling, school psychology and/or school social work, which are to be identified by the PPS credential candidate as a career choice upon initial enrollment in an approved program. For candidates interested in performing child welfare and attendance services, an additional program component, providing preparation in this area, may be added by the preparation institution to the forgoing three specializations.

All programs should give emphasis to interdisciplinary cooperation, support, and mutual understanding as essential elements in improving the school's services to pupils.

According to reports by the California Basic Educational Data System (California Department of Education, January 2000), there were more than 10,000 full-time pupil personnel service specialists working in California public schools. These include 6,391 school counselors; 3,568 school psychologists, and 166 school social workers. No current data are available on the number of child welfare and attendance providers because they are not included in the CBEDS database.

In 1998-99, the Commission issued over 1200 Pupil Personal Services Credentials. As of January 2001, 37 different colleges and universities offered 66 Pupil Personnel Services Credential Programs in California. About a third of the colleges and universities offering these programs offered at least two PPS programs. In January 2001 there were 34 programs in school counseling, 24 programs in school psychology, and 10 programs in school social work. Nine of the 64 programs also offered the Child Welfare and Attendance Credential. PPS Credential Programs were offered at 17 California State University campuses, 4 Universities of California and 16 private colleges and universities.

School Counselors

The primary roles of school counselors are to provide educational counseling services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in Education Code Section 49600.

The credential requirements for school counselors are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 48 semester (72 quarter) hours in a Commission-approved professional preparation program specializing in school counseling, including a practicum with school-aged children, and passage of the CBEST.

School Psychologists

The primary roles of school psychologists are to provide psychological services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crises.

The credential requirements for school psychologists are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 60 semester (90 quarter) hours in a Commission-approved professional preparation program specializing in school psychology, including a practicum with school-aged children, and passage of the CBEST

School Social Workers

The primary roles of school social worker are to provide social work services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

The credential requirements for school social workers are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 45 semester (60 quarter) hours in a Commission-approved professional preparation program specializing in school social work, including a practicum with school aged children, and passage of the CBEST.

Child Welfare and Attendance Supervisors

The primary roles of child welfare and attendance providers are to provide services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

The credential requirements for child welfare and attendance supervisors are: completion of a professional preparation program specializing in school counseling, school psychology *or* school social work, *and* a professional preparation program in

school child welfare and attendance services, including a practicum with school-aged children, and passage of the CBEST.

Appointment of the Advisory Panel

When the Commission approved the establishment of the PPS advisory panel in March 1998, the panel was directed to develop the most effective preparation standards for school counselors, school psychologists, school social workers and child welfare and attendance providers, based on the needs of California's children and the needs of the school system.

In accordance with the Commission's policy on advisory panels, staff requested nominations from numerous groups and received over 100 recommendations for the 25 positions on the panel. The panel held its first meeting in September 1998, in Sacramento and met almost monthly until their last full-panel meeting in Los Angeles in June 2000.

Scope of the Review

In further defining the work of the panel, the following topics were defined for panel study. In addition, specific legislative initiatives that relate to PPS credential standards were included. At the end of each listing, *bold italics* show how the panel responded.

Topics Related to the Scope and Structure of PPS Training

- (1) As the curriculum of PPS preparation expands to incorporate new areas of service, preservice programs will have to expand their required course offerings and find creative ways of including additional competencies in existing courses. To begin to address the proliferation of skills and abilities that PPS candidates should learn, the panel explored whether an induction component should or could be a part of future credential requirements for pupil personnel service providers. The panel held regional meetings throughout the state asking K-12 practitioners and higher education personnel for feedback on this issue. The panel asked hundreds of participants if a two-level credential structure would be beneficial, what field experiences should be included in each phase of PPS preparation for the credential, and if this kind of setup was practical, in their opinion. *Because the results of this inquiry were so mixed and such a structure would require such a radical change for colleges and universities offering PPS programs as well as for many school districts, the panel decided not to recommend a change in structure for the PPS Credential.*
- (2) The Commission's 1991 standards for PPS preparation did not establish a balance between theoretical studies and effective applications in the practice of school counseling. Many school counselors complain that the training they received in graduate school did not prepare them for the kinds of duties they perform in school nor are they well prepared to address many of the problems they face in school settings. *The standards on collaboration, supervision and mentoring, with increased field experience, address this issue in great detail. After talking with hundreds of PPS educators and PPS practitioners and other school personnel in small focus groups and in structured interviews, panel members made certain that this issue was well addressed.*
- (3) There is also a need to clarify the specific roles of each specialization within the Pupil Personnel Services Credential structure. There is also much confusion about the role of outside personnel who do not hold the PPS credential, but perform PPS services within the school setting. Currently, there is widespread confusion about who is trained to perform specific roles in the school. What specific roles should they

continue to share? What distinct differences in function should they have? *The very first task given to the panel, at their first meeting, was to assist the Commission in drafting specific authorization statements for each of the PPS provider credential documents and to address the issue of how non-PPS credentialed personnel should be treated. That authorization statement has since been approved and is now a part of Title 5 Regulations of California.*

Legislative Initiatives that Relate to PPS Credential Standards

- (1) Partnerships with Parents. AB 1264 (Martinez) directed the Commission to ". . . adopt standards and requirements that emphasize the preparation of prospective teachers and other certificated educators (including PPS Credential applicants) to serve as active partners with the parents and guardians of their pupils . . ." *In addition to developing a standard to address this issue, several other standards that have been adopted included elements that deal with the topic.*
- (2) Safe School Environments for Learners. SB 2460 (Green) directed the Commission to take a leadership role in addressing school violence. After the Commission did so, AB 2264 (Andal) directed the Commission to ". . . adopt standards that address principles of school safety, including, but not limited to, school management skills emphasizing crisis intervention and conflict resolution, developing and maintaining a positive and safe school climate, developing school safety plans, and developing ways to identify and defuse situations that may lead to violence . . ." School counselors, psychologists and social workers have clear responsibilities related to school safety through the resolution of conflicts and the prevention of violence. *In addition to developing a standard to address this issue, several other standards that have been adopted included elements that deal with the topic.*
- (3) School Psychologist Field Experience Standards. AB 3188 (House) directed the Commission to ". . . enhance the requirements for a school psychologist credential . . ." by re-examining the field experience standards for this credential. One purpose of this legislation was to determine if California should adopt national standards pertaining to the field experience training of school psychologists. Another purpose was to examine ways in which future school psychologists could be well-prepared to help students and their families protect their privacy rights in school environments. *In response to this Legislation, the Commission appointed a task group to develop recommended standards that were forwarded to the PPS Advisory Panel. The Panel incorporated most of those recommendations into the standards.*
- (4) Developing Self-esteem and Social Responsibility in Students. A legislatively-sponsored commission report entitled *Toward a State of Esteem* included several policy recommendations to increase social responsibility through improved self-esteem in children and adolescents. Several key recommendations in this legislative

report were directed to the Commission. Counselors, psychologists and social workers have significant roles in developing social responsibility and healthy self-esteem. *A standard to address this and other related issues has been adopted.*

- (5) Elimination of Sexual Harassment of Students by Students. SB 1930 (Hart) was directed at the elimination of student harassment of other students as a result of gender-based biases and stereotypes. This law requires school districts to adopt and implement student disciplinary policies, including suspension and expulsion, to discourage gender-based harassment of all types. PPS service providers have clear responsibilities related to the implementation of SB 1930, and related to the reduction of pupil violence and bullying. *Even though the panel did not recommend a separate standard, numerous standards that were adopted included elements that address this issue*

Overview of Study

All the questions above (and many more) were answered by the extensive data gathering activities performed by panel members and others over the two-plus year period of this review. A summary of important findings will be made when the agenda report is presented to the Commission

Two-day Invitational Policy Forum

To initiate the review, a two-day forum was held and twenty experts in the field of pupil personnel services in California and nationally were invited, to assist the staff in developing a conceptual framework for a study, and to discuss the most recent research in the fields of school counseling, school psychology, school social work, and child welfare and attendance. A broad group of people participated in the forum, including knowledgeable and experienced practitioners and college and university educators, professional organization representatives, representatives from the California Department of Education and selected high school students, credential candidates and members of the business community. The July 28 and 29, 1998 forum began with presentations by the four national guests on the morning of the first day. A work session with many opportunities for brainstorming ideas and free-flowing discussions among participants in small and large groups filled the afternoon. Most of day two was focused on bringing together the ideas of day one into more specific language that might be useful for pupil services as a whole, but also for each specific specializations in particular.

The four national speakers at the forum summarized their comments with information on national trends and brief comments. Patricia Henderson, director of guidance in San Antonio Texas talked about how school counselors should focus on helping students get through developmental stages in life and how counselors can play a more leadership role in public schools.

George Batsche, professor of psychology at the University of South Florida gave a brief history of school psychology, talked about the gap between training, credentialing and practice and expounded upon national trends and efforts by the National Association of School Psychologists with programs throughout the United States.

Edith Freeman, professor of Social Work at the University of Kansas explored possibilities of inter professional practices and how pupil service providers might "take a back seat" so to speak and strive to become facilitators and catalysts rather than problem solvers so that clients can be empowered to become more responsible for their own healthy development and growth.

Patricia Martin, Senior Program Manager, Education Trust from Washington, DC talked about a national initiative of the DeWitt Wallace-Reader's Digest Fund entitled "Transforming School Counseling," which she is coordinating. She expounded upon some of their findings and the future thrusts of school counselor preparation for the 21st Century.

The two-day forum set the stage and provided an extensive background of current research and recent state and national trends in pupil personnel services. The panel was able to digest this group's work and began the process of developing a process of data collection that would provide more focused answers to many of the questions raised by Forum participants and questions raised in the original proposal set forth in the proposed review document.

Constituencies From Whom Data Was Collected

In addition to the ideas presented from the two-day forum, panel members decided that they needed more information from the field to assist them in finding out what is current practice for pupil personnel service provider, what do administrators and school board members think should be the direction of training for PPS providers and how do parents, students, teachers and other professionals in the school think is needed. Panelists felt that they needed to get school officials' opinions about services provided by outside agencies and they also needed to hear from those outside agencies, including people from the Healthy Start Programs, Early Mental Health Programs and private professionals who provide services through contracts and other types of agreements. Panelists felt that they should find out what other states currently require for their credentials in related fields and what do they think is most important.

In an effort to find answers to these questions, the panel collected data from three primary constituency groups, (1) school personnel, (2) community organization and agency personnel and (3) college and university personnel:

School Personnel (and Parents)

- administrators, (including principals, assistant principals, program directors, PPS coordinators, assistant supt.'s and Directors of special education);
- school counselors, school psychologists, school social workers, child welfare and attendance supervisors (at both district and school site levels);
- parents and guardians;
- teachers (K-12);
- students (7-12) and
- classified personnel (custodians, secretaries teacher aids and other paraprofessionals)

Community Organization and Agency Personnel

- healthy start program coordinators and line staff
- early mental health initiative program coordinators and line staff and
- other school-linked service personnel that work with public schools.

College and University Personnel

- college and university deans
- educators of school counselors, psychologists and social workers
- PPS credential candidates in each of the specializations

Procedures and Processes for Data Gathering

Surveys - Panel members developed surveys to solicit input about what services are currently being provided by pupil personnel service providers and what should be included in the training of future PPS providers. The panel analyzed each survey, went over the analyses as a group, and discussed survey results in light of recommendations to be made. Following is a list of state and national constituency groups participating in the surveys.

California

- (a) school administrators
- (b) school board members
- (c) PPS-related personnel
 - (i) practitioners, (ii) trainers, (iii) recent graduates, (iv) credential candidates
- (d) teachers
- (e) health professionals, including nurses

National

- (a) state directors-CTC's counterpart in other 49 states
- (b) school counselor educators from other states
- (c) school psychologist educators from other states
- (d) school social worker educators from other states

Focus Groups - Panel members paired up and ran over 100 focus groups with k-12 school personnel, students and parents; community-based organizations personnel; and college and university personnel in thirteen county areas throughout the state with one panelist serving as facilitator and the other as note-taker. Focus groups were held in the following 13 county regions: San Diego, San Bernardino; Orange; Riverside; Los Angeles; Santa Barbara; Fresno, San Joaquin, Santa Clara; Alameda; Sacramento; Shasta and Humboldt.

Structured Interviews - Two panelists spent a half day in a selected school district visiting several schools to hold 15 to 30 minute interviews with key people at each school site to find out such things as (a) the support service functions being carried out at that school site and who was responsible; (b) policies that exist as they relate to support services; (c) the impressions school personnel have about support services and the person(s) providing such services; etc. Panel members spent the other half day at community based organization sites asking similar questions. Structured interviews were held at school sites in the following districts: (1) San Diego City Schools, (2) Los Angeles USD, (3) Elk Grove USD (in Sacramento) and (4) Schools in Humboldt and (5) Fresno Counties.

Conferences - Panel members and staff made presentations, attended and collected information at national, state and regional conferences for school counseling, school psychology, school social work, child welfare and attendance, school teachers, school board members, school nurses, special education teachers, and for health educators

Field Review - Over 1600 copies of the standards and other recommendations were distributed to the field for review along with a response form indicating agreement, disagreement and comments concerning the panel recommendations. Comments and input were sought from college and university trainers of PPS providers; practitioners; credential candidates; school administrators; teachers; school board members; community organization personnel; parents; and others who provided data to the panel in its study. Everyone who responded to questionnaires, attended a focus group or structured interview or otherwise participated in the panel's study received a copy of the standards and other recommendations for comments.

Of the 147 responses received from the field, 47 were from college and university personnel with Pupil Personnel Services Credential Programs and the other 100 were from practitioners and other non-university personnel. Responses from the field generally supported the panel's recommendations.

In addition, comments that accompanied questionnaire responses were reviewed by the panel. As a result of the field review appropriate modifications were made to the standards.

**Approved Timeframe for Implementation of Standards for Pupil Personnel Services
Credential Programs with Specializations in School Counseling, School
Psychology, School Social Work and Child Welfare and Attendance**

- October 2000** On October 5, 2000, the Commission adopted the *Standards of Program Quality and Effectiveness for Pupil Personnel Services Programs with Specializations in School Counseling, School Psychology, School Social Work and Child Welfare and Attendance Services*, as recommended by staff and the Pupil Personnel Services Advisory Panel.
- January 2001** The Commission staff will conduct regional meetings to discuss implementation of new standards with college and university program coordinators and faculty.
- January 2, 2001** In response to the standards, institutions may submit programs for approval on or after January 2, 2001. Once a “new” program is approved, all students who were not previously enrolled in an “old” program must enroll in the new PPS Credential Program. Credential candidates may complete an old program only if they enrolled in it (1) prior to January 2, 2003, or (2) prior to the commencement of the new program at their campus (whichever occurs first).
- Feb.-March 2001** The Commission selects and trains program review panels consisting of postsecondary educators and practitioners to review and make recommendations for approval of institutional program proposals based on the new standards.
- 2001-2003** Program Review Panels review program proposals, based on the adopted standards, as they are submitted. The Committee on Accreditation considers the recommendations of the review panels, and grants initial accreditation of credential programs in accordance with the *Accreditation Framework*.
- January 2, 2003** All continuing Pupil Personnel Services (PPS) Credential Programs must submit program proposals to the Commission showing how they meet the new standards. This would include all school counseling, school psychology, school social work and child welfare and attendance credential programs. “old” programs that are based on the Commission’s 1991 standards must be superseded by new programs. After January 2, 2003, no new credential candidates may enroll in an old program, even if a new program is not yet available at their institution.
- 2000 - 2003** Institutions with PPS Programs scheduled for accreditation visits during the academic years 2000-2001, 2001-2002 and 2002-2003, have the option of using the new standards or the old 1991 PPS Credential Program Standards and preconditions for their self-study document.

To qualify for an “old” PPS Credential based on an old program, candidates must have entered the program (1) prior to January 2, 2003 or (2) prior to commencement of the new program at their campus (whichever occurs first), and they must complete the “old” program by June 30, 2005.

June 30, 2005

The final date for candidates to complete Pupil Personnel Services Credential Programs, including school counseling, school psychology, school social work and child welfare and attendance under the “old” (pre-2001) standards is June 30, 2005.